

DOCUMENT RESUME

ED 198 044

SO 013 117

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TITLE Ohio and the World.
INSTITUTION Ohio Council for the Social Studies, Oxford.
PUB DATE 80
NOTE 195p.: Some advertisements and tables may not reproduce clearly from EDRS in paper copy or microfiche. Funding made available through the Mid-America Program for Global Perspectives in Education.
AVAILABLE FROM Ohio Council for the Social Studies, Teacher Education Department, 307B McGuffey Hall, Miami University, Oxford, OH 45056 (\$4.81).
EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Class Activities; Community Study; Cultural Awareness; Ethnic Origins; *Global Approach; International Relations; Local History; Secondary Education; *Social Studies; State History; Teaching Guides; Units of Study; World Affairs
IDENTIFIERS *Ohio

ABSTRACT

The 13 lessons for use in secondary social studies courses will help increase student awareness and understanding of the growing ties between life in Ohio and in their hometowns and life in villages and cities around the world. Although written specifically for use in Ohio schools, the lessons can easily be adapted for use in other states. Most of the lessons are self-contained and include all the data and background information which students will need to complete the activities. The activities are many and varied. Some examples follow. In the opening lesson, students compile a list of countries to which they have direct connection either by personal experience or indirect connection through the consumption of goods and services. In another lesson students are given trademarks for various companies and then asked to identify those companies which are American owned and those which are foreign owned. In a lesson, U.S. Goods and Foreign Markets, students make a list of American products sold in other countries. They then survey foreign magazines for advertisements for American products or goods and make a collage of the advertisements. One activity from the lesson How Far Can You Go On a Gallon of Gas? involves students in calculating miles that can be driven in different makes of automobiles in various countries for \$10.00. In another lesson, Your State and National Defense, students learn what Department of Defense contracts mean to the people in their and surrounding states by analyzing and discussing statistical tables. In a culminating activity, students read and discuss an article which appeared in "U.S. News and World Report" on January 24, 1977, entitled "What People Around the World Say." (Author/RM)

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OHIO

ED198044

AND THE

WORLD

by

Michael J. Fuller

for

The Ohio Council for the Social Studies 1980

U.S. DEPARTMENT OF HEALTH,
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Responsible Transnational Participation:

A New Dimension of Citizenship

International trade and travel, newspaper headlines, exchange students, multi-national corporations and T.V., today provide millions of Americans with information and experiences which 20 years ago would have seemed unreal or impossible. Increased trade and increased travel, along with a great increase in the number and the membership in non-governmental organizations, also provide more links between peoples of the world. These developments affecting hometowns everywhere, like the networks of jet airplanes routes, oil pipelines, giant ships, instantaneous global communication and intercontinental missiles have largely eliminated the cushion of space that once separated nations and peoples. Technology has extended the boundaries of occupations, cultural activities, and other human endeavors. This means that today all of us are affected by and, in turn, have some opportunities to influence global affairs.

The nation's schools bear a major responsibility for preparing children and youth to live in this complex, interrelated world. This involves knowledge, acceptance and appreciation of diverse cultures--whether they be from within the community, from within Ohio, from within the nation, or within the world community. It means understanding the technological developments that are shrinking time and space. It means learning to analyze and participate in efforts to solve world problems and issues.

Opportunities for children and youth to learn about and to participate in the social and economic processes of our increasingly interdependent world must be made more visible and concrete. Local communities and states are good places to start. Volkswagens, Toyotas, toys, cameras, bananas, tea, coffee, churches, Rotary clubs and a host of other organizations and products provide links between our hometowns and villages and cities the world over. Food and other products destined for Japan, the Soviet Union, India or Egypt are

produced and shipped in places such as Peoria, Illinois; South Bend, Indiana; and Flint, Michigan; as well as Baltimore, San Diego and New Orleans. Most Americans trace their heritage to some other country or some other area of the world. The territories our states now occupy were once occupied by other peoples and nations.

No matter where we live or what we do for a living, we all have ties and links to other nations and peoples. Our history, our livelihood today, and many of our religious, scientific, and cultural activities link us with other peoples, with other cities, and other nations of the world over.

Preparing young people for effective and responsible participation in today's world should include helping them develop the competences needed to identify and to assess the significance of the contacts and connections between life in Ohio and in their hometowns and life in villages and cities around the world.

This handbook is designed to provide social studies educators in Ohio with practical assistance in their efforts to prepare children and youth for responsible citizenship in a global age. It includes a number of activities, exercises, and strategies for identifying and utilizing resources, talents, experiences, and instructional materials to make more obvious and concrete the opportunities local communities and states provide for learning about the participating in global affairs. It is an outgrowth of a number of specific successful experiences. It is intended to both allow others to profit from those experiences and to stimulate them to experiment further with ways of helping students prepare for a future which will be their present.

Forward

The lessons contained in these materials are written for use by social studies teachers in the State of Ohio. The emphasis of each of the twenty-eight lessons is on student involvement in learning in order to increase awareness and understanding of our growing ties with the rest of the world. The lessons vary in difficulty and subject matter content. Thus, their use should be applicable to a wide range of social studies courses. Each lesson is self contained in the behavioral objectives, materials, procedures, discussion questions, and teacher notes are generally all provided. With exceptions, the lessons contain the necessary materials to initiate, develop and culminate the lesson.

Ohio and the World has been prepared in such a manner that its components can be readily reproduced. Studyguides, graphs, and maps included with various lessons can be reproduced quite easily through the use of heat-sensitive ditto or mimeograph stencils. School systems fortunate enough to have offset facilities will be able to reproduce the materials very easily. Heat sensitive acetate can be used to produce transparencies of the maps, charts, and graphs included in the lessons.

Activities concerned with economic, political, and social ties between our nation and the world require constant updating. Changes are so rapid that materials quickly lose their relevance or validity. The collection of data is an ongoing process. Teachers will find that once they start looking, there is a wealth of information available in such sources as newspapers, periodicals, government documents, and business publication. Sources of various kinds of information have been included in several of the lessons.

These twenty-eight lessons are ready for Ohio's social studies teachers to use. Participation in them by students and teachers alike will help increase awareness of ways Ohio is tied to the rest of the world, and the world's people are often closely associated with the Buckeye State.

It is hoped that these materials will be a starting point for the development of other lessons which will expand the content and usefulness of Ohio and the World.

Acknowledgements

The Ohio Council for the Social Studies (OCSS) and its Publications Board, Dr. Ronald Helms, Chairman, sponsored the development of Ohio and the World. A grant of \$700 was received from the funds of the Mid-America Program for Global Perspectives in Education which has its headquarters at Indiana University. Additional funds were allocated by the OCSS for its production and distribution so that each OCSS member would receive a free copy. Initial distribution was made at the Great Lakes Regional Meeting of the National Council for the Social Studies in Dayton, Ohio, March 13-15, 1980. Mailings to OCSS members not in attendance at that meeting were made through the Ohio Department of Education.

✓ The twenty-eight lessons included in the packet of materials are based on those published originally under the title Indiana and the World. They have been updated, altered, and adopted for use in social studies classrooms in Ohio. It must be noted that the work of Patricia Gunkel, the author of the original materials, has provided the outline for these lessons. Dr. Gerald Marker, Director of the Mid-America Program for Global Perspectives in Education, Chadwick Alger, Director of the Program of Transnational Intellectual Cooperation in the Policy Sciences, Mershon Center, The Ohio State University, and many other individuals have contributed to the conceptual framework into which these materials are set.

The actual writing of the materials was done at Miami University. Promising young scholars at Miami University have the opportunity to work with selected professors through the Undergraduate Fellows Program. Four such promising preprofessional social studies teachers worked long hours assisting in the development of the lessons. Michael Brown, Jeffrey Hall, and Mary Ann Kunkemoeller Rafoth were involved in the formative stages of their development. Charles Hoying, the most recent of the Undergraduate Fellows, carried on their work and saw the project through to its completion with true professional dedication.

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February 29, 1980

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I. Identifying Your Links to the World. Who Among Us...?

A. Objectives

1. Students will compile a list of countries to which they have direct connection either by personal experience or indirect connection through the consumption of goods and services.
2. Students will draw their own conclusions on the extent to which their lives are influenced by other countries of the world.

B. Materials

1. The following handout: "Who Among Us...?"
2. Transparency of world map. (See Teacher Notes)
3. World map for bulletin board plus map pins. (See Teacher Notes)

C. Procedure

1. Make a thermal master of the handout "Who Among Us...?"
2. Make transparencies of "Who Among Us...?" and world map.
3. This exercise may be done individually or in small groups. Which ever method you choose, give each student a copy of the list of questions on the handout "Who Among Us...?". Have them fill out the sheet in 20-30 minutes and report their findings.
4. Record the number of times each country is mentioned on the transparency of the master list, then using map pins, locate each country on the bulletin board map. You may want to use pins of one color for direct experiences and pins of another color for indirect connections. Marking the transparencies with pens of differing colors can be substituted for bulletin board exercise.
5. Using the master list and bulletin board map, determine which country has had the greatest impact on the class; this may vary from class to class. Have the students speculate as to why one country may exert more influence on the U.S. than another.
6. Stress the idea of diversity. That is, discuss how foreign influence adds variety to our everyday lives. Have the students discuss the importance of diversity and interdependence. Suggested questions include:
 - a. How would our lives be different without international contacts?
 - b. How do these contacts affect the quality of life we enjoy?
 - c. How do the products from other countries reflect the life styles of the people in those countries?

7. The concept of scarcity should be stressed. Emphasis should be given to the importance of supplies of goods of which we either have a limited supply or which we do not produce at all.

D. Suggested Additional Activity

1. Students may wish to have a pen pal to find out more about foreign lands. Names of pen pals may be secured from the following organizations:

League of Friendship
P.O. Box 509
Mt. Vernon, Ohio 43050

1. \$.30 for each name given
2. Include stamp, self-addressed envelope
3. Names drawn from 139 countries

Afro-Asian Center
C.P.O. Box 871
Kingston, New York 12401

1. \$.70 for each name given
2. Names drawn from 40 countries

E. Teacher Notes

1. The World Map included with this lesson outlines the countries of the world. A thermo transparency will provide a map to use for the suggested procedures.
2. Teachers wishing to make bulletin board size maps of the world need only to trace or have their students trace the maps onto oak tag, matting, or butcher paper of the desired size.
3. A list of the countries of the world, listed by continent, is included with this lesson.
4. Map tacks may be purchased rather inexpensively from most stationery and book stores or from school supply companies.

Master List for

Who Among Us.....?

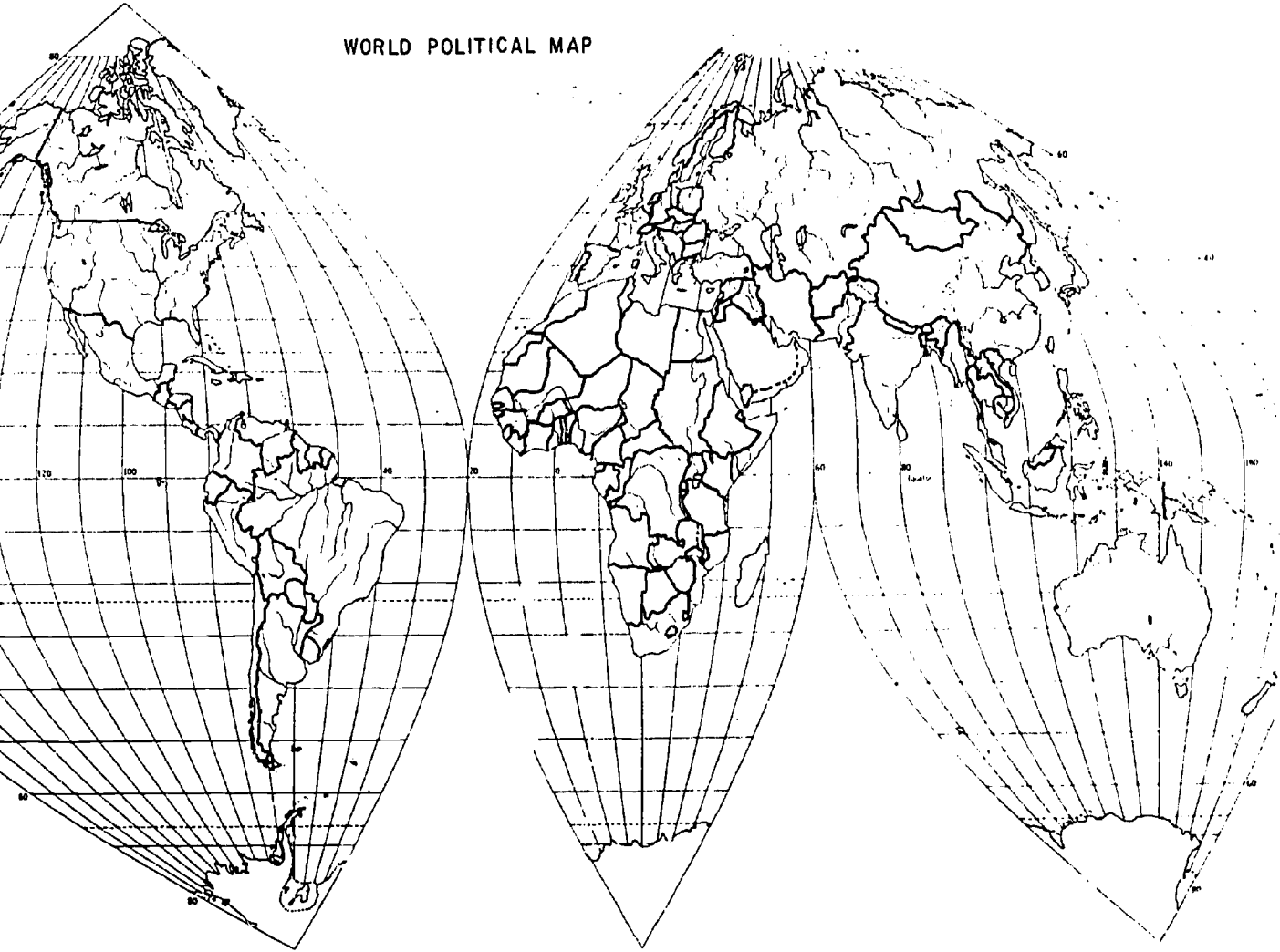
A. has a personal link with a foreign country through:

- | <u>LINK</u> | <u>COUNTRIES</u> (List) |
|---|-------------------------|
| 1. <u>TRAVEL</u> | _____ |
| 2. <u>RELATIVES</u> | _____ |
| 3. <u>FRIENDS</u> | _____ |
| 4. <u>MEMBERSHIP IN A CLUB OR
ORGANIZATION WITH FOREIGN
BRANCHES OR MEMBERS</u> | _____ |
| 5. <u>SPEAKING A FOREIGN LANGUAGE</u> | _____ |
| 6. <u>COIN COLLECTING</u> | _____ |
| 7. <u>STAMP COLLECTING</u> | _____ |
| 8. <u>CORRESPONDENCE WITH PEN PAL</u> | _____ |
| 9. <u>HOSTING FOREIGNER IN YOUR HOME</u> | _____ |

B. ... has been a consumer of goods and services of foreign origin?

- | <u>GOOD or SERVICE</u> | <u>COUNTRIES</u> (List) |
|---|-------------------------|
| 1. <u>CAR</u> | _____ |
| 2. <u>CLOTHING</u> | _____ |
| 3. <u>JEWELRY</u> | _____ |
| 4. <u>FOOD</u> | _____ |
| 5. <u>TOYS</u> | _____ |
| 6. <u>APPLIANCES</u> | _____ |
| 7. <u>RECORDS BY FOREIGN PERFORMERS</u> | _____ |
| 8. <u>ENTERTAINMENT</u> | _____ |
| 9. <u>FURNITURE/HOME FURNISHINGS</u> | _____ |

WORLD POLITICAL MAP



Lesson I. NATIONS OF THE WORLD

Africa

ALGERIA	MALI	BAHRAIN	SOUTH KOREA
ANGOLA	MAURITANIA	BANGLADESH	SRI LANKA
BENIN	MARUITIUS	BHUTAN	SYRIA
BOTSWANA	MOROCCO	BURMA	TAIWAN
BURUNDI	MOZAMBIQUE	CAMBODIA	THAILAND
CAMEROON	NAMIBIA	CHINA	TURKEY
CENTRAL AFRICAN REPUBLIC	NIGER	INDIA	UNITED ARAB EMIRATES
CHAD	NIGERIA	IRAN	VIETNAM
CONGO	RWANDA	IRAQ	YEMEN, NORTH
DJIBOUTI	SENEGAL	ISRAEL	YEMEN, SOUTH
EQYPT	SIERRA LEONE	JAPAN	<u>Austral-Oceana</u>
EQUATORIAL GUINEA	SOMALIA	JORDAN	AUSTRALIA
ETHIOPIA	SOUTH AFRICA	KUWAIT	FIJI
GABON	SUDAN	LAOS	INDONESIA
GAMBIA	SWAZILAND	LEBANON	NEW ZEALAND
GHANA	TANZANIA	MALAYSIA	PAPUA NEW GUINEA
GUINEA	TOGO	MALDIVES	PHILLIPINES
GUINEA-BISSAU	TUNISIA	MONGOLIA	SOLOMONS
IVORY COAST	UGANDA	NEPAL	WESTERN SAMOA
KENYA	UPPER VOLTA	NORTH KOREA	<u>Europe</u>
LESOTHO	ZAIRE	OMAN	ALBANIA
LIBERIA	ZAMBIA	PAKISTAN	AUSTRIA
LIBYA	ZIMBABWE	QATAR	BELGIUM
MADAGASCAR	<u>Asia</u>	SAUDI ARABIA	BULGARIA
MALAWI	AFGHANISTAN	SINGAPORE	CYPRUS

NATIONS OF THE WORLD

Page 2

CZECHOSLOVAKIA	<u>North America</u>	HAITI
DENMARK	BELIZE	JAMAICA
FINLAND	CANADA	PARAGUAY
FRANCE	COSTA RICA	PERU
GERMANY, EAST	EL SAVADOR	SURINAM
GERMANY, WEST	HONDURAS	TRINIDAD-TOBAGO
GREAT BRITAIN	MEXICO	URUGUAY
GREECE	NICARAGUA	VENEZUELA
HUNGARY	PANAMA	
ICELAND	UNITED STATES	
IRELAND	<u>South America/Caribbean</u>	
ITALY	ARGENTINA	
LUXEMBOURG	BAHAMAS	
MALTA	BARBADOS	
NETHERLANDS	BOLIVIA	
NORWAY	BRAZIL	
POLAND	CHILE	
PORTUGAL	COLOMBIA	
ROMANIA	CUBA	
SOVIET UNION	DOMINICA	
SPAIN	DOMINICAN REPUBLIC	
SWITZERLAND	EQUADOR	
SWEDEN	GRENADA	
YUGOSLAVIA	GUYANA	

II. Your State and the World Market

A. Objectives

1. Given trademarks for various companies, students will be able to identify those companies which are American owned and those which are foreign owned.
2. Given trademarks of Ohio companies which export their goods, students will be able to compile a list of Ohio-made products which are sold on the world market.
3. Students will be able to compile a list of economic outcomes of Ohio's sales to other nations including such results as increased investment in production capabilities of factories, higher employment rates, and the ability to pay for goods imported from other nations.

B. Materials:

1. Study Sheet - "Trademarks of the World"
2. Study Sheet - "Trademarks of Ohio Companies"
3. Study Guide - "Ohio and the World Market"

C. Procedures

1. "Trademarks of the World"
 - a. Give students this study sheet and ask them to circle the trademarks of companies which are American.
 - b. Place a transparency of this study sheet on the overhead projector and have the class make a composite identification of American and foreign companies.
 - c. At this point the teacher should tell the class that all of the companies listed are international companies in that all of them sell their products on the world market as well as in their home countries. All of the companies whose trademarks are shown on the Study Guide "Trademarks of the World" have their headquarters for European operations in Brussels, Belgium.
 - d. Divide the class into small groups of four or five students each.
 1. Have each group identify the products of each company and categorize the companies on the basis of what they produce.
 2. After completing the categorizing, have each group prepare to answer the following questions:
 - a. From this limited information, what kinds of companies might be called international companies?
 - b. What reasons might these companies have for being international?
 - c. What effects would these companies have on the country where they are located? (Consider workers, consumers, bankers, and businessmen.)
 3. When the groups have finished their work, have them share their responses with the entire class.
2. "Trademarks of Ohio Companies"
 - a. Have the entire class categorize the Ohio companies in the same manner as they did with "Trademarks of the World."
 - b. Divide the class into small groups of four or five to discuss the following questions.
 1. What reasons do these Ohio companies have for selling their goods abroad?

2. How are we as Ohioans-consumers, workers, or businessmen-affected by the international business ventures of Ohio companies?
- C. Reassemble as a class and share the answers which each group has developed for these questions.
3. "Ohio and the World Market"
 - a. Give each of the students the study guide and have them answer the questions.
 - b. You may want to write for the information needed to answer the question prior to presenting this lesson.
 - c. Some sources which can be used in answering the questions include:
 1. The Ohio Almanac.
 2. 1978 Ohio Industrial Directory.
 3. Information gained from publications by the State of Ohio.Materials can be obtained by writing:

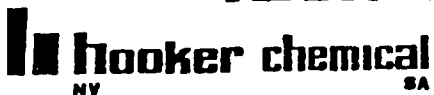
State of Ohio
Department of Economic and Community Development
P.O. Box 1001
Columbus, Ohio 43216



Buckman Laboratories, S. A.



PROCTER & GAMBLE
European Technical Center



N.V. GRIFFITH LABORATORIES EUROPE S.A.



pyronics



INTERNATIONAL S.A.



Louis/Louise
International



GENERAL ELECTRIC



BRUNSWICK EUROPE



DAIKIN EUROPE NV



extracorporeal sa.



Honeywell



Monsanto

CHEMETRON



TRADEMARKS OF OHIO COMPANIES

ROCTER & GAMBLE



TIMKEN



Diamond Shamrock



Firestone



CHEMED



OWENS/CORNING
FIBERGLAS

SCOTT & FETZER



BUCKEYE INTERNATIONAL, INC.



TRW INC.

ARMCO

QUESTOR



CINCINNATI
MILACRON

Copeland

SCOa



DAYCO
CORPORATION



EAGLE EYE



FERRO

Sheller-Globe Corporation
MIDLAND ROSS INDUSTRIES, INC.

Cooper
TIRES



SHARON STEEL

ACME - CLEVELAND

Lubrizol

RELIANCE
ELECTRIC



Reynolds + Reynolds
the systems people



GOODYEAR

BF Goodrich

HOBART
CORPORATION



mead



Anchor Hocking

SHERWIN
Williams



U.S. Shoe

Lesson II. LIST OF OHIO COMPANIES

ACME-CLEVELAND CLEVELAND	EATON CORP. CLEVELAND	PARK OHIO INDUSTRIES CLEVELAND
AMERICAN SHIPBUILDING CLEVELAND	FERRO CORP. CLEVELAND	PROCTER & GAMBLE CO. CINCINNATI
ANCHOR HOCKING LANCASTER	FIRESTONE TIRE & RUBBER CO. AKRON	QUESTOR CORP. TOLEDO
ARMCO INC. MIDDLETOWN	GENERAL TIRE & RUBBER CO. AKRON	RELIANCE ELECTRIC CLEVELAND
A-T-O INC. WILLOUGHBY	GF BUSINESS EQUIPMENT YOUNGSTOWN	REPUBLIC STEEL CLEVELAND
BALDWIN UNITED CINCINNATI	GOODYEAR TIRE & RUBBER CO. AKRON	SCOA INDUSTRIES COLUMBUS
B. F. GOODRICH AKRON	HOBART CORP. TROY	SCOTT & FETZER LAKEWOOD
BUCKEYE INTERNATIONAL COLUMBUS	HOOVER COMPANY CANTON	SHARON STEEL HUBBARD
CHAMPION SPARK PLUG TOLEDO	J. M. SMUCKER ORRVILLE	SHELLER GLOBE TOLEDO
CINCINNATI MILACRON CINCINNATI	LIBBEY-OWENS-FORD TOLEDO	SHERWIN-WILLIAMS CLEVELAND
COOPER TIRE & RUBBER CO. FINDLEY	MARATHON OIL FINDLEY	STANDARD OIL OF OHIO CLEVELAND
COPELAND CORP. SIDNEY	MEAD CORP. DAYTON	TIMKEN COMPANY CANTON
DANA CORP. TOLEDO	MIDLAND-ROSS CLEVELAND	TRW INC. CLEVELAND
DAYCO CORP. DAYTON	NCR CORP. DAYTON	WHITE MOTOR COMPANY EASTLAKE
DAYTON MALLEABLE DAYTON	OWENS-CORNING-FIBERGLASS TOLEDO	WHITE CONSOLIDATED IND CLEVELAND
DIAMOND SHAMROCK CLEVELAND	OWENS-ILLINOIS TOLEDO	U.S. SHOE CINCINNATI
EAGLE-PICHER CINCINNATI	PARKER HANNIFIN CLEVELAND	

OHIO COUNCIL FOR THE SOCIAL STUDIES

STUDYGUIDE

Ohio and the World Market

The Division of Commerce and Industrial Development for the State of Missouri recently announced that it was establishing an international business office in Dusseldorf, West Germany. The State of Ohio's Department of Economic and Community Development maintains similar offices in Brussels, Belgium and in Tokyo, Japan. More than two dozen states now have similar offices in foreign nations. These have been established to promote the exports of their states and to encourage foreign investment in their states.

More than forty (40) states employ specialists in the field of international trade. A major responsibility of these specialists, whether working in their home states or in trade offices located abroad, is to help generate and maintain jobs for workers in their own states.

Your instructor will provide you with sources you may use to answer the following questions. Your instructor can also advise you as to where to write for additional information.

1. How does the government of our state help promote the foreign sale of goods produced in Ohio?
2. How does our state government encourage foreign investments in Ohio?
3. What kinds of products are most important in the foreign trade of Ohio firms?
4. What companies from foreign countries have invested in Ohio?
5. In what kinds of businesses have foreigners invested? (For instance such companies may have invested in banks or factories or farmland or some other types of businesses.)

III. Ethnic Restaurants in Your Town or City

A. Objectives

1. Students will survey the restaurant section of the yellow pages of the telephone directory in order to compile a list of restaurants with an international flair.
2. Students will identify the clues they used to determine how the restaurants are linked to the world.
3. Students will use this survey and these clues to compile a list of countries to which the restaurants are linked.
4. Students will survey the yellow pages of the telephone book and identify other sections where they find evidence of global linkages.
5. Students will indicate the clues they used to identify the world links in other sections of the telephone book.

B. Materials

1. Yellow pages of the telephone directory (see note below).

C. Procedure

1. Have the students work in small groups (2 to 4) with someone bringing a telephone book for each group.
2. Have the students quickly skim the restaurant section for restaurants they think have some global linkage. Have them record their findings. When they complete this list, have them begin a list of clues they used to determine how the restaurants are linked to the world and discuss these clues with the class. Some clues might be cities (such as you might infer from Quebec Gardens), countries (such as Formosa Restaurant), or other geographical locations (such as Mediterranean Club). An inference might be based on the food advertised as in French Onion Soup.
3. Based on the clues discussed, have the groups work with the phone book to list at least ten places in the world with which your community is linked via its restaurants.
4. Have the groups report their findings to the class. The teacher might want to record the countries listed on the board, mark them on a map, or both.

5. Finally, ask the students to survey the yellow pages of the telephone directory and identify sections other than the restaurant section that have evidence of global ties. List the clues they used to identify other sections on the board after discussing them as a large group.

D. Discussion Questions

1. Based on the evidence in the phone book, to what parts of the world do restaurants in our community tend to be linked?
2. Why have these ethnic restaurants located in our community? (Have them cite two (2) or three (3) reasons.)
3. How much are ethnic restaurants or food a part of your life?
4. What other procedures might you use to gather further evidence of world links in our community, through first-hand field observation?

E. Suggested Additional Activities

1. This exercise may be repeated with other sections of the yellow pages. Suggested headings are: automobiles, cameras, churches, civic and professional organizations, manufacturing firms, television sets, travel agencies, sports equipment.

NOTE: In case you live in a small community, a cross-section of advertisements from the Cincinnati-Hamilton County Yellow Pages have been included¹. You may want to use this in conjunction with your own community's phone book, or in place of it.

¹ Reproduced with the written permission of Cincinnati Bell and the R.H. Donnelley Corporation.



RESTAURANT GUIDE

Grouped by Nationality and Type of Cuisine

For your convenience these Restaurants have arranged for their names to be grouped under captions indicating the nationality and type of cuisine.

AMERICAN

- 8IG TOP RESTRNT
575 N Wayne Av-----733-4313
- BUCCANEER INN
Live Lobster
7661 Reading Rd-----761-7300
- CANDLE GLO INN
11130 Reading Rd-----563-6737
- CHATEAU THE RESTRNT & LOUNGE
7404 State Rd-----231-0714
- CHESTER'S ROAD HOUSE
9678 Montgy Rd-----793-8700
- COBBLESTONE INN
8254 Hwy 27 Alx-----635-4186
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100 W 6 Cov-----261-6655
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Andrsn Ferry & Oelhi Pke--451-5800
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529 E 5-----721-2003
- GOLDEN LAMB INN
27 S Broadway Lebanon O
Cintl Tel No 621-8373
- Grand Finale
Sharon Rd & Congress Av---771-5925
- HOWARD JOHNSON'S
11440 Chester Rd-----771-3400
- INCAHOOT'S 2633 Vine-----861-2232
- IRON SKILLET THE
6900 Valley Av-----561-6776
- KINGS ISLAND INN
5691 Kings Island Dr Mason O
Cintl Tel No 241-5800
- LAST MOVING PICTURE CO
105 W 4-----621-1811
- LUCKY PIERRE'S DOWNTOWN RESTRNT
814 Plum-----381-0664
- MANOR CATERING
7005 Miami Rd-----561-5100
- MR Z'S PARTY LOUNGE
3509 Warsaw Av-----471-2180
- PERKINS CAKE & STEAK HOUSES
7764 Colerain Av-----521-1166
9307 Montgy Rd-----793-6990
7124 Hamlin Av-----521-3064
9441 Reading Rd-----733-0340
7770 Reading Rd-----821-1046
913 Hwy 28 Mlfd-----831-2912
- Pioneer Restaurant
Newprt Shoppg Cntr-----261-5077
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2642 Dixie Hwy Lksd Pk---331-4400
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625 Walnut-----721-9780
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11481 Chester Rd-----771-0645
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244 Tri-Cnty Shoppg Cntr--671-0244
Northgate Mall Shoppg Cntr-385-5132
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DuBois Twr-----721-7980

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707 Vine-----721-9022
- DOMINICK'S PIZZA CARRY OUT
7820 Camargo Rd-----561-8242
- HUT THE
1269 Cinti Batv Pke Wlwl-752-7544
- MEET & EAT 1412 Vine-----721-6764
- OLYMPIC CARRY OUT
7141 Montgy Rd-----793-5411
- SPRINGDALE EXPRESS
3547 Sprngdle Rd-----385-3803
- WAFFLE HOUSE
11770 Hwy 42-----733-5312
7312 Kingsgate Way-----777-2554
5141 Dixie Hwy Frld-----874-4606
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4927 Reading Rd-----242-1811
8319 Vine-----821-1158
6548 Beechmont Av-----231-7841
8834 Reading Rd-----761-3207
3474 North Bend Rd-----661-4213
5251 Glenway Av-----921-1386
3711 Paxton-----631-7243
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33 6th St Fill Bely-----431-3310
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233 Calhn-----861-3470
Downtown
700 Main-----621-6422
Finneytown
8270 Winton Rd-----521-5356
- BOND HILL CHILI RESTRNT
Bond Hill
California & Reading Roads
Open 24 Hrs Carry Out Or Dine In
4890 Reading Rd-----242-2145
- CHILI MASTER
11762 Lebanon Rd-----563-4107
- CHILI TIME RESTRNT
4720 Vine-----641-1130
7500 Reading Rd-----731-8400
- Cretan Grill 7039 Vine-----821-1203
- Delhi Chili 4875 Oelhi Pke-----921-9779
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Chili-Conneys-Sandwiches
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2003 W Galbrth Rd-----729-3067

CHINESE

- China Palace Restrnt 18'E 7-----762-9234
- CHINESE IMPERIAL INN
11042 Reading Rd-----563-6888
- DRAGON INN RESTRNT
Swift Cntr-----731-5544
Woods Point Flrnce-----371-7767
- FORTUNE KOOKIE RESTRNT
7633 Reading Rd-----761-6830
- HO SI GAY CHINESE RESTRNT
2666 Madsn Rd-----321-2088
- KALI-KAI 6202 Montgy Rd-----731-0023
- MAGIC WOK THE
8063 Montgy Rd-----984-2222
- ORIENTAL GARDEN CHINESE RESTRNT
9812 Colerain Av-----385-9402
- WONG'S CHINESE RESTRNT
216 E 6-----762-9566

COCKTAIL LOUNGES

- DASHIKI LOUNGE
5217 Whetzel Av-----271-9753
- DIXIE LANES INC
7 & Scott Cov-----431-8144
- ENTERPRISE I
7324 Kingsgate Way-----777-1208
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920 Loveland Madelsa Rd
Lov-683-0932
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- SOHO UNDERGROUND
320 Findlay-----721-9181
- SPOT THE 2547 Compton Rd---521-9103
- THE SPOT
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Open To 2:30AM
283 W McMicken Av-----721-0769
- WIGGINS TAVERN 31 E 4-----721-7612

CONTINENTAL

- MAIN ENTRANCE
5132 Oelhi Pke-----451-1414
- McINTOSH RESTAURANT
570 E Galbrth Rd-----821-1300
2444 Madsn Rd-----871-1015

CREPES

- Grand Finale
Sharon Rd & Congress Av---771-5925
- SAUCY CREPE THE
3330 Erie Av-----321-1961

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Queen's Twr-----471-2250

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Sharon Rd & Congress Av---771-5925
- MAISONETTE 114 E 6-----721-2260
- UNDERGROUND ORLEANS
304 Main-----621-0122

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7404 State Rd-----231-0714
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100 W 6 Cov-----261-6655
FOREST VIEW GARDENS
4508 N Bend-----661-6434
GRAMMER'S INC 1440 Walnut-----721-6570
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3355 Madsn-----871-2820

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121 Calhn-----961-1578
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11482 Sprngfld Pke-----771-3145
2806 Blue Rock Rd-----521-1274

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ENTERPRISE 3
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PEPPERCORN P M
6211 Glenway Av-----662-3168
SOMO UNDERGROUND
320 Findlay-----721-9181

NIGHT CLUBS (Continued)

SPOT THE 2547 Compton Rd---521-9103
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7795 Cooper Rd-----984-8681
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Open To 2:30AM
283 W McMicken Av-----721-0769
TOGA LOUNGE
11347 Colerain Av-----385-6566
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Angilo's Norwood Pizza
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6918 Plainfld Rd-----791-7650
MONTGOMERY PIZZA
9546 Montgoy Rd-----791-6280
MR Z'S PIZZERIA
3509 Warsaw Av-----471-2180
PAPA GINO'S ITALIAN RESTRNT
5506 Harisn-----574-7444
PIZZA HUT
Blue Ash
9254 Plainfld Rd-----793-2040
Clifton
335 Calhn-----281-1203
Cherry Grove
8467 Beechmont Av-----232-3389
Forest Park
Promenade Shoppg Cntr---851-8787
Groesbeck
7878 Colerain Av-----521-1568
Hamilton O
3175 Dixie Hwy Hamln---863-0270
Harrison O
10927 New Haven Rd Harsn-367-0255
Milford
801 Main Mlfd-----831-6345
Northern Hills
797 Compton Rd-----521-3433
Northgate
9900 Colerain Av-----385-5220
Oxford O
135 Lynn Oxford O-----523-2184
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3245 Westbourne Dr---451-4252
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7915 Dream Firnce---371-3370
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1999 Dixie Hwy Ft W---331-9777
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Newport Shoppg Cntr Npt--491-5215
Taco-Pizza Inn
11482 Sprngfld Pke-----771-3145
2806 Blue Rock Rd-----521-1274

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PEPPERCORN 6211 Glenway Av-662-2585
2504 Vine-----961-8008

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4609 Kellogg Av-----871-1820
CHARLEY'S CRAB
9769 Montgoy Rd-----891-7000
Club Aquarius Restrnt&Lounge
2728 Woodburn Av-----751-2894
HUGH'S OYSTER HOUSE
6801 Dixie Hwy Firnce---371-7909
LONG JOHN SILVER'S SEA FOOD
SHOPPES
North College Hill
1716 W Galbrth Rd-----729-2366
Hartwell
Vine & Ferndale-----821-6983
Sharonville
11750 Lebanon Rd-----563-8393
Blue Ash
9100 Plainfld Rd-----791-1050
Norwood
Montgoy & Sherman-----531-0985
Milford
910 Hwy 28 Mlfd-----248-0670
Kenwood
7781 Montgoy Rd-----984-8707
CONTINUED NEXT COLUMN

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Mt Washington
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Cheviot
3600 Harisn Av-----662-9839
Poppa's Familiee Tree
1504 Dixie Hwy Pk Hls---291-3706
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PEPPERCORN 6211 Glenway Av-662-2585
2504 Vine-----961-8008
Poppa's Familiee Tree
1504 Dixie Hwy Pk Hls---291-3706
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3547 Sprngdle Rd-----385-3803
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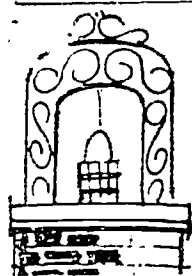
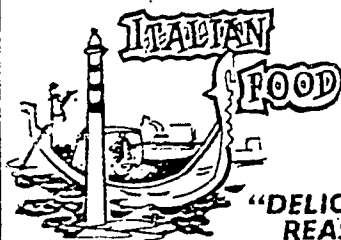
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JAPANESE
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CHINESE • BEER & WINE
POLYNESIAN CUISINE
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"SERVING CINTI. SINCE FEB. 1953"



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EXIT EAST OFF I-75 AT GALBRITH RR
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OLDEST AND
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GOLD STAR CHILI

U.S.D.A. EST. 2517

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BRENTWOOD	9161 Winton Rd.	931-6680
CHERRY GROVE	8549 Beechmont Av.	237-2448
EVENDALE	10840 Reading Rd.	563-2685
FAIRFIELD	5080 Pleasant Av.	868-9987
MT. HEALTHY	7821 Hamilton Av.	522-4376
MT. WASHINGTON	2244 Beechmont Av.	231-7602
MONTFORT HTS	3466 North Bend Rd.	662-2700
NORWOOD	4113 Edwards Rd.	531-7787
SPRINGDALE	11510 Springfield Pk.	771-6116
ST. BERNARD	St. Bernard Square	641-4224
WEST CHESTER	7671 Tylersville Rd.	777-1865
BETHEL	629 W. Plane	734-6705
AMELIA	219 Ohio Pk.	753-4471
MT. CARMEL	582 Cinti Bay Rd	528-0033
GEORGETOWN	Mt. Orab Pk.	378-3663
COVINGTON, KY.	635 Madison Av.	491-0029
ALEXANDRIA, KY.	7647 Alexandria Pk.	635-9890
BELLEVUE KY	49 1/2 6th St. Fill Bv	491-8740
FLORENCE, KY.	6500 Dixie Hwy.	371-5099
FT MITCHELL KY	2527 Dixie Hwy Ft. M.	341-3379
LATONIA, KY.	3912 Winston Ave.	491-0518
TAYLOR MILL, KY.	6009 Taylor Mill Rd. (at Hands Pk.)	356-6625
OFFICE & COMMISSARY	2244 Beechmont	231-1405

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VISIT OUR LOCATIONS IN LEXINGTON, KY - LOUISVILLE, KY - INDIANAPOLIS, IND. DAYTON, O.

FORMOSA

RESTAURANT

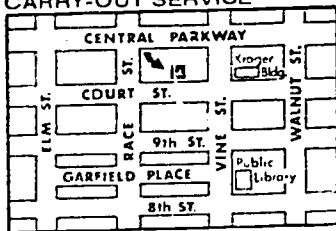


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SERVED IN RELAXING CHINESE
ATMOSPHERE - POPULAR PRICES
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FRI. 11 AM TO 10 PM
SAT. 4PM TO 10 PM
SUNDAYS 4 PM TO 9 PM

DOWNTOWN

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ONE OF THE
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CHINESE RESTAURANTS
IN THE
MIDWEST!

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BUSINESSMAN'S LUNCH
FAMILY DINNERS
EXOTIC TROPICAL DRINKS
PRIVATE PARTY FACILITIES

ALSO... CARRY-OUT ORDER!
* OPEN DAILY AND SUNDAYS *

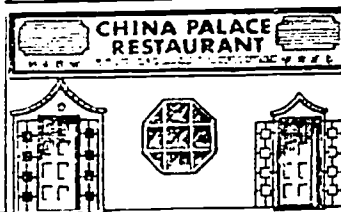
PHONE 984-2222-19-

8563 MONTGOMERY ROAD

CHINA PALACE

DOWNTOWN

"Visit
our new
beautiful
facilities"



FAMILY
DINING
LUNCHEONS
DINNERS
CARRY-OUT
COCKTAIL
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SEATING
ACCOMMODATIONS
FOR UP TO
50!

CANTONESE & AMERICAN FOOD

18 E. 7th St.

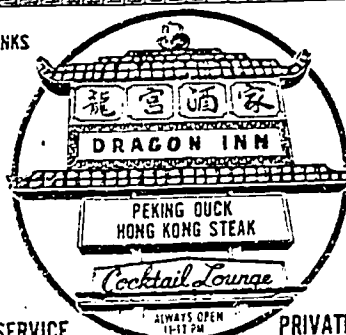
(2 BLOCKS N. OF FOUNTAIN SQ.)

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TO 10 PM • FRI 11 AM TO 11:30 PM
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Opening About Jan 15.



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OHIO COUNCIL FOR THE SOCIAL STUDIES

IV. U.S. Goods and Foreign Markets

A. Objectives

1. Students will recognize the fact that there is a foreign market for U.S. goods (services).
2. Students will realize that in order to reach this market U.S. producers must use foreign media to advertise their products.
3. Students will be able to list a variety of American-made products which are sold in other countries.

B. Materials

1. Foreign magazines such as Der Spiegel (Germany), Paris-Match (France).

C. Procedure

1. Using the examples included in this lesson, begin lesson by having the students make a list of American products sold in other countries.
2. Have students survey foreign magazines for advertisements for American products or goods produced abroad by American companies.
3. Have students make a collage of the advertisements. Display the collage in the classroom. Use the collage to add to the list begun in Number 1 (above) and for class discussion.

D. Discussion Questions

1. What kinds of U.S. goods reach foreign markets?
2. Are their ads in foreign magazines the same or different from the ads they use in this country?
3. If the ad appears different, what might this say about the market to which the ad is directed?
4. Would you expect all of these products to be manufactured in this country and exported, or do you suppose some are manufactured overseas? What clues can you use?
5. What are the possible effects of the sale of U.S. goods in foreign markets on each of the following:
 - a. U.S. manufacturers?
 - b. Foreign manufacturers?
 - c. Foreign consumers?

6. What services might be stimulated in these foreign countries by the sale of U.S. goods?

E. Suggested Additional Activities

1. Repeat procedures from C (above) using Time, Newsweek, Business Week, and other magazines.
2. Make a collage of advertisements for foreign made products which are sold in the United States.
3. Discussion questions:
 - a. What kinds of products and services are offered in these advertisements?
 - b. What countries are home to the companies which are doing the advertising?
 - c. Who might buy the products advertised?
 - d. How is the United States affected by the importation of these goods?

F. Teacher Notes

1. Samples of foreign newspapers and magazines can be found in many public and in all university libraries. Photocopies can be made and duplicated for class use.
2. A selection of foreign newspapers and magazines can be purchased from:

Multi Newspapers
Box DE
Dana Point, California 92629

Lesson IV. AMERICAN PRODUCTS ADVERTISED ABROAD

**L'ESPERIENZA CI HA INSEGNATO
CHE UN PRINCIPIANTE HA BISOGNO
DI PICCOLI MOTORI FUORI BORDO.**

**GRANDI NELLA SICUREZZA
E PICCOLI NEL PREZZO.**

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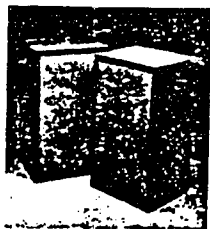
mod. 1979. Il Futura al prezzo più che accessibile.
I piccoli Evinrude, i motori fuoribordo
per principianti sono anche degli esperti.
Vai dal Concessionario Evinrude, sono sulle
Pagine Gialle alla voce "motori fuoribordo".
Evinrude Italy, maximum fun!

EVINRUDE E
1909-1979
L'ESPERIENZA E' SICUREZZA.

Italmarina S.p.A. 20146 MILANO ITALIE CESTORA DEL TEL. 02/583011-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-1224-1225-1226-1227-1228-1229-1230-1231-1232-1233-1234-1235-1236-1237-1238-1239-1240-1241-1242-1243-1244-1245-1246-1247-1248-1249-1250-1251-1252-1253-1254-1255-1256-1257-1258-1259-1260-1261-1262-1263-1264-1265-1266-1267-1268-1269-1270-1271-1272-1273-1274-1275-1276-1277-1278-1279-1280-1281-1282-1283-1284-1285-1286-1287-1288-1289-1290-1291-1292-1293-1294-1295-1296-1297-1298-1299-1300-1301-1302-1303-1304-1305-1306-1307-1308-1309-1310-1311-1312-1313-1314-1315-1316-1317-1318-1319-1320-1321-1322-1323-1324-1325-1326-1327-1328-1329-1330-1331-1332-1333-1334-1335-1336-1337-1338-1339-1340-1341-1342-1343-1344-1345-1346-1347-1348-1349-1350-1351-1352-1353-1354-1355-1356-1357-1358-1359-1360-1361-1362-1363-1364-1365-1366-1367-1368-1369-1370-1371-1372-1373-1374-1375-1376-1377-1378-1379-1380-1381-1382-1383-1384-1385-1386-1387-1388-1389-1390-1391-1392-1393-1394-1395-1396-1397-1398-1399-1400-1401-1402-1403-1404-1405-1406-1407-1408-1409-1410-1411-1412-1413-1414-1415-1416-1417-1418-1419-1420-1421-1422-1423-1424-1425-1426-1427-1428-1429-1430-1431-1432-1433-1434-1435-1436-1437-1438-1439-1440-1441-1442-1443-1444-1445-1446-1447-1448-1449-1450-1451-1452-1453-1454-1455-1456-1457-1458-1459-1460-1461-1462-1463-1464-1465-1466-1467-1468-1469-1470-1471-1472-1473-1474-1475-1476-1477-1478-1479-1480-1481-1482-1483-1484-1485-1486-1487-1488-1489-1490-1491-1492-1493-1494-1495-1496-1497-1498-1499-1500-1501-1502-1503-1504-1505-1506-1507-1508-1509-1510-1511-1512-1513-1514-1515-1516-1517-1518-1519-1520-1521-1522-1523-1524-1525-1526-1527-1528-1529-1530-1531-1532-1533-1534-1535-1536-1537-1538-1539-1540-1541-1542-1543-1544-1545-1546-1547-1548-1549-1550-1551-1552-1553-1554-1555-1556-1557-1558-1559-1560-1561-1562-1563-1564-1565-1566-1567-1568-1569-1570-1571-1572-1573-1574-1575-1576-1577-1578-1579-1580-1581-1582-1583-1584-1585-1586-1587-1588-1589-1590-1591-1592-1593-1594-1595-1596-1597-1598-1599-1600-1601-1602-1603-1604-1605-1606-1607-1608-1609-1610-1611-1612-1613-1614-1615-1616-1617-1618-1619-1620-1621-1622-1623-1624-1625-1626-1627-1628-1629-1630-1631-1632-1633-1634-1635-1636-1637-1638-1639-1640-1641-1642-1643-1644-1645-1646-1647-1648-1649-1650-1651-1652-1653-1654-1655-1656-1657-1658-1659-1660-1661-1662-1663-1664-1665-1666-1667-1668-1669-1670-1671-1672-1673-1674-1675-1676-1677-1678-1679-1680-1681-1682-1683-1684-1685-1686-1687-1688-1689-1690-1691-1692-1693-1694-1695-1696-1697-1698-1699-1700-1701-1702-1703-1704-1705-1706-1707-1708-1709-1710-1711-1712-1713-1714-1715-1716-1717-1718-1719-1720-1721-1722-1723-1724-1725-1726-1727-1728-1729-1730-1731-1732-1733-1734-1735-1736-1737-1738-1739-1740-1741-1742-1743-1744-1745-1746-1747-1748-1749-1750-1751-1752-1753-1754-1755-1756-1757-1758-1759-1760-1761-1762-1763-1764-1765-1766-1767-1768-1769-1770-1771-1772-1773-1774-1775-1776-1777-1778-1779-1780-1781-1782-1783-1784-1785-1786-1787-1788-1789-1790-1791-1792-1793-1794-1795-1796-1797-1798-1799-1800-1801-1802-1803-1804-1805-1806-1807-1808-1809-1810-1811-1812-1813-1814-1815-1816-1817-1818-1819-1820-1821-1822-1823-1824-1825-1826-1827-1828-1829-1830-1831-1832-1833-1834-1835-1836-1837-1838-1839-1840-1841-1842-1843-1844-1845-1846-1847-1848-1849-1850-1851-1852-1853-1854-1855-1856-1857-1858-1859-1860-1861-1862-1863-1864-1865-1866-1867-1868-1869-1870-1871-1872-1873-1874-1875-1876-1877-1878-1879-1880-1881-1882-1883-1884-1885-1886-1887-1888-1889-1890-1891-1892-1893-1894-1895-1896-1897-1898-1899-1900-1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-

N°1 aux U.S.A.

les enceintes Advent séduiront ceux
qui se fient plus à leur oreille qu'à l'œil.



Mais quelle est la qui peut actuellement jouer sur le marché des émissions en parties constituées de caisses. Et qu'il en découle pas d'erreur de calcul des risques. Même un bon amateur de H-F n'est pas sûr de savoir un minimum d'explications techniques, de graphiques, de promotions, de conseils qui seraient au choix difficile. Au moment de prendre un décision, il achète souvent sans et cher. Continue à le prix de son équipement continuant une partie qui est d'informations techniques et est, admettons, ne peuvent pas lui expliquer.

[illegible][illegible]

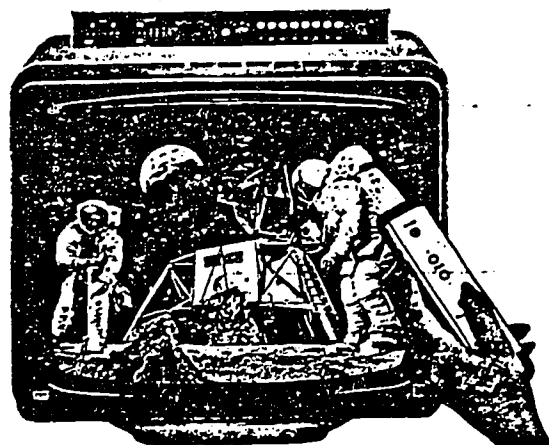
Le réalisme d'Advent est d'avoir su exploiter totalement cette technique. En supprimant un appareillage devenu superflu, Advent a créé une nouvelle génération d'enceintes. Leur présentation est si sobre et dépouillée, elles d'intégrer aux vôtres intérieurs, ils sont de plus en plus nombreux, qui ont envie de retrouver chez eux ce qu'ils avaient accoutumé à découvrir, plutôt que de constater leurs erreurs à leurs yeux : le super-facile y perd, le qualifié y gagne.

[illegible][illegible]

Châtelain électroformeur.
On peut facilement et sans frais créer toutes les formes d'objets en métal, par une technique plus forte, très impressionnante, subversive et instant. Ne vous laissez pas prendre. Pour comparer observons des exemples, il faut les exposer à travers une source égale.
L'un est une structure de magnétique, toujours de même, mais avec une forme unique, et une technique d'un compositeur qui agitait avec une conséquence le même sonnet des échos. La solution moyen de régler des quantités d'occurrences d'Advent est de voir les valeurs des uns de ces experts.
On observe les communications complètes, arrivant à Adhuc-Industrie, à l'adresse de Benoit Fréchet, le lieu, rue de la Carrière - 34122 Charenton-le-Pont, Tel. 1. 575.97.53

*Le nombre d'unités vendues en 1974.
**En attente au 1er janvier 1975.

Voici le nouveau téléviseur couleur 56 cm
ITT Schaub-Lorenz
"Tout écran"



Enfin un véritable "tout écran". Découvrez le nouveau téléviseur couleur 58 cm ITT Scheuch-Lorenz. C'est un "tout écran", ses commandes sont invisibles à l'œil. Elles n'apparaissent qu'au état de marche. Pour utiliser votre appareil une simple pression du doigt sobre le tableau de bord, situé sur le dessus du récepteur, vous suffit.

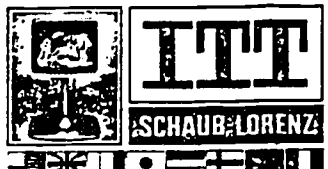
Ce tableau de bord rétractable, avec affichage lumineux des chaînes, groupe toutes les fonctions du téléviseur : couleur, luminosité, contraste, son, et sélection des chaînes par Push-Button. Il offre une grande fiabilité.

Une technologie innovatrice et un tube couleur 110" auto-éclairant. Le nouveau téléviseur couleur 58 cm (ITV Schaefer) "tout écran" est modulaire. Son tube autoéclairant 110" assure une image couleur d'une luminosité parfaite.

Une télécaméra de ultrasonique, pourvue, notamment, d'un dispositif qui détecte instantanément l'appareil. Ce nouveau téléviseur couleur 58 cm offre une innovation: la télécommande ultrasonique, douce, sensible, qui facilite vos changements de chaînes, sans avoir besoin d'un émetteur en plus, pourvue d'un

dispositif qui permet de déconnecter, de votre récepteur, le téléviseur en fin d'utilisation.

Vous trouverez le nouveau téléviseur couleur "tout écran" ITT Schaub-Lorenz chez tous nos revendeurs. Ces revendeurs méritent votre confiance car nous les sélectionnons pour leur sérieux et leurs compétences techniques.



l'Innovation technologique internationale

OHIO COUNCIL FOR THE SOCIAL STUDIES

ADVENT

Seul ce que l'on entend est important.

ABROAD

**Wer Mittelklasse-Ausstattung bisher mittelmäßig
hat, jetzt einen guten Grund umzusteigen.**

Was Sie in seiner Klasse erwarten können

Es ist doch so, wenn man immer wieder die gleiche Antwort erhält, wenn man etwas, was man hat, aber nicht erklären kann, mit dem man versucht, Schicksal zu machen, das dann immer Menschen von Charybdis zu Scylla, zu Tiberius und zu den vielen anderen, was man so nennt, 218-220, 217-218, 219-220, 220-221, 221-222, 222-223, 223-224, 224-225, 225-226, 226-227, 227-228, 228-229, 229-230, 230-231, 231-232, 232-233, 233-234, 234-235, 235-236, 236-237, 237-238, 238-239, 239-240, 240-241, 241-242, 242-243, 243-244, 244-245, 245-246, 246-247, 247-248, 248-249, 249-250, 250-251, 251-252, 252-253, 253-254, 254-255, 255-256, 256-257, 257-258, 258-259, 259-260, 260-261, 261-262, 262-263, 263-264, 264-265, 265-266, 266-267, 267-268, 268-269, 269-270, 270-271, 271-272, 272-273, 273-274, 274-275, 275-276, 276-277, 277-278, 278-279, 279-280, 280-281, 281-282, 282-283, 283-284, 284-285, 285-286, 286-287, 287-288, 288-289, 289-290, 290-291, 291-292, 292-293, 293-294, 294-295, 295-296, 296-297, 297-298, 298-299, 299-300, 300-301, 301-302, 302-303, 303-304, 304-305, 305-306, 306-307, 307-308, 308-309, 309-310, 310-311, 311-312, 312-313, 313-314, 314-315, 315-316, 316-317, 317-318, 318-319, 319-320, 320-321, 321-322, 322-323, 323-324, 324-325, 325-326, 326-327, 327-328, 328-329, 329-330, 330-331, 331-332, 332-333, 333-334, 334-335, 335-336, 336-337, 337-338, 338-339, 339-340, 340-341, 341-342, 342-343, 343-344, 344-345, 345-346, 346-347, 347-348, 348-349, 349-350, 350-351, 351-352, 352-353, 353-354, 354-355, 355-356, 356-357, 357-358, 358-359, 359-360, 360-361, 361-362, 362-363, 363-364, 364-365, 365-366, 366-367, 367-368, 368-369, 369-370, 370-371, 371-372, 372-373, 373-374, 374-375, 375-376, 376-377, 377-378, 378-379, 379-380, 380-381, 381-382, 382-383, 383-384, 384-385, 385-386, 386-387, 387-388, 388-389, 389-390, 390-391, 391-392, 392-393, 393-394, 394-395, 395-396, 396-397, 397-398, 398-399, 399-400, 400-401, 401-402, 402-403, 403-404, 404-405, 405-406, 406-407, 407-408, 408-409, 409-410, 410-411, 411-412, 412-413, 413-414, 414-415, 415-416, 416-417, 417-418, 418-419, 419-420, 420-421, 421-422, 422-423, 423-424, 424-425, 425-426, 426-427, 427-428, 428-429, 429-430, 430-431, 431-432, 432-433, 433-434, 434-435, 435-436, 436-437, 437-438, 438-439, 439-440, 440-441, 441-442, 442-443, 443-444, 444-445, 445-446, 446-447, 447-448, 448-449, 449-450, 450-451, 451-452, 452-453, 453-454, 454-455, 455-456, 456-457, 457-458, 458-459, 459-460, 460-461, 461-462, 462-463, 463-464, 464-465, 465-466, 466-467, 467-468, 468-469, 469-470, 470-471, 471-472, 472-473, 473-474, 474-475, 475-476, 476-477, 477-478, 478-479, 479-480, 480-481, 481-482, 482-483, 483-484, 484-485, 485-486, 486-487, 487-488, 488-489, 489-490, 490-491, 491-492, 492-493, 493-494, 494-495, 495-496, 496-497, 497-498, 498-499, 499-500, 500-501, 501-502, 502-503, 503-504, 504-505, 505-506, 506-507, 507-508, 508-509, 509-510, 510-511, 511-512, 512-513, 513-514, 514-515, 515-516, 516-517, 517-518, 518-519, 519-520, 520-521, 521-522, 522-523, 523-524, 524-525, 525-526, 526-527, 527-528, 528-529, 529-530, 530-531, 531-532, 532-533, 533-534, 534-535, 535-536, 536-537, 537-538, 538-539, 539-540, 540-541, 541-542, 542-543, 543-544, 544-545, 545-546, 546-547, 547-548, 548-549, 549-550, 550-551, 551-552, 552-553, 553-554, 554-555, 555-556, 556-557, 557-558, 558-559, 559-560, 560-561, 561-562, 562-563, 563-564, 564-565, 565-566, 566-567, 567-568, 568-569, 569-570, 570-571, 571-572, 572-573, 573-574, 574-575, 575-576, 576-577, 577-578, 578-579, 579-580, 580-581, 581-582, 582-583, 583-584, 584-585, 585-586, 586-587, 587-588, 588-589, 589-590, 590-591, 591-592, 592-593, 593-594, 594-595, 595-596, 596-597, 597-598, 598-599, 599-600, 600-601, 601-602, 602-603, 603-604, 604-605, 605-606, 606-607, 607-608, 608-609, 609-610, 610-611, 611-612, 612-613, 613-614, 614-615, 615-616, 616-617, 617-618, 618-619, 619-620, 620-621, 621-622, 622-623, 623-624, 624-625, 625-626, 626-627, 627-628, 628-629, 629-630, 630-631, 631-632, 632-633, 633-634, 634-635, 635-636, 636-637, 637-638, 638-639, 639-640, 640-641, 641-642, 642-643, 643-644, 644-645, 645-646, 646-647, 647-648, 648-649, 649-650, 650-651, 651-652, 652-653, 653-654, 654-655, 655-656, 656-657, 657-658, 658-659, 659-660, 660-661, 661-662, 662-663, 663-664, 664

Was Sie nicht in seiner Klasse erwarten?

[illegible]

Hertz bringt Sie schneller ans Steuer.

Von der Garage auf dem besten Weg ein Opfer eines unvorhergesehenen Brandes zu werden. Ohne Umschweife, ohne Zögerlichkeit. Das ist für Sie Nr. 1. Aber auch für uns. Hier. Deshalb gibt es den Herts-LP-Club. Da sind Sie ein Nr. 1 Mann.

Als Herts-LP-Club-Mitglied liegen Sie nur noch den Fahrtscheinen vor unschreibenden und lehren Sie. Ohne

Als **Herta+P. Club-Magazin** nutzen Sie einfach Ihr Restaurant oder ein Herta-Büro an, bevor Sie schlafen.

Darum waren auch Sie auf Ihren Wegen, sondern Ihr Weg
war auf Sie. Ein Ford oder ein anderes gutes Auto.
(Small in France)

Der Harz-IP-Club-Services ist kostenlos. Mieten Sie einen Harz-Wagen und werden Sie Harz-IP-Club-Mitglied. Sie schon fast 2 Millionen Kunden aus allen Ländern. Sie schon fast 2 Millionen Kunden aus allen Ländern.

Gewissen unkompliziert bei
den Bezahlern. Ihre Kreditkarte
genügt. Oder noch einfacher:
die Kreditkarte von Hertz.
Auch so einfach.

Hertz-V.L.P.-Club

Anrufen.
Unterschreiben, Losfahren

FRANKFURT
11.11.2017

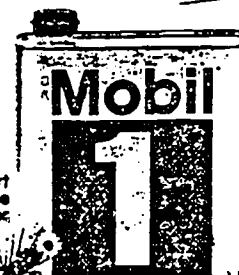
DUSS/ELDC
2011-11-22

HAMMILL
2021

WILNOR
CPL-1142

STUTTGART
FILM 624

Mobil . Der Leichtlauf-Schmierstoff. Spart Kraftstoff.



...z.B. für eine Fahrt
ins Grüne
viele Extrakilometer

Der vollsynthetische
Motorenschmierstoff
Kraftstoff spart

Und schenkt Ihrem Motor langes Leben.

Tatsächlich: Eine Krebssterblichkeit von durchschnittlich rund 6% sind es. 25 km mehr pro Tardigrad hat man es manche Fahrt ins Grüne u. Blaue.

Wie das möglich ist?
Modell 1 ist ein Leichtlauf-Schwimmer.
Die Reduktion zwischen den beweglichen
Motorsteilen ist geringer. Der Le-
brauch ist weniger Kraft. Brauchst du
Kraftstoff? Modell 1 ist viel leichter.
\$ 240.000 und stärke. Grundriss
versteht Modell 1 eine interne Tempera-
turabstimmung: Optimale Schmelztem-
peratur ist -40°C bis $+340^{\circ}\text{C}$. Und übersteigt
Motorleistung und Leistung.

[illegible]

Mobil Der Leichtlauf-Schmierstoff der Kraftstoff spart.

الذین .. ہوئے لساہرا موبیل ۸۰

بِالنَّقْصِطِ



33

شارع المطار ٢٦٨٦٢
المدينة المنورة

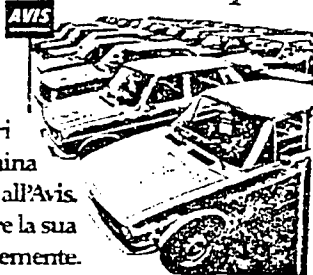
المسارات

OHIO COUNCIL FOR THE SOCIAL SCIENCES

BEST COPY AVAILABLE

Vi ricordate quelle belle auto nuove che vi dava l'Avis?

Le abbiamo cambiate quasi tutte.



Se volete essere sicuri di noleggiare una macchina ancora nuova, rivolgetevi all'Avis. Avis non lascia invecchiare la sua flotta: la rinnova frequentemente.

E vi offre una grande varietà di marche e modelli, perché tiene conto delle richieste dei suoi clienti ogni volta che fa dei nuovi acquisti.

Così con Avis non solo sarete certi di guidare una vettura perfettamente a posto; ma potrete anche permettervi di scegliere quella che vi piace.

Un'ampia scelta di macchine di prim'ordine, tra cui le nuovissime Simca, Renault e alle stazioni Avis o alla vostra Agenzia di Viaggio.

Avis
l'autonoleggio



Tempo di golf.
Tempo di Spalding.



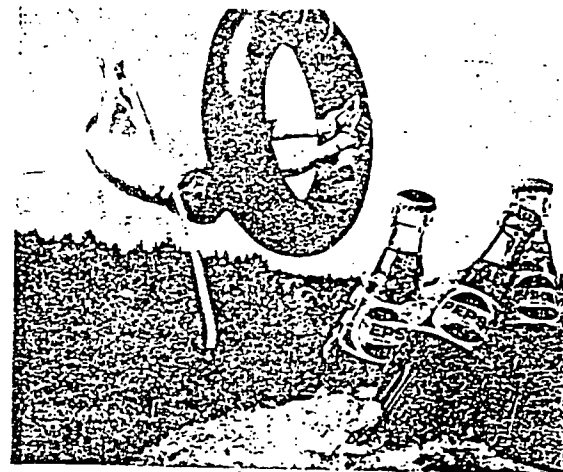
Perché Spalding ha tutto per il tuo sport preferito. E in più Spalding se cosa vuoi. Ammazza ai tuoi un equipaggiamento adatto ad ogni esigenza di gioco. Prendi il set Elite Plus ad esempio, completo di 4 legni, 6 ferri, 3 wedges, bastoni.

molto aperti, leggeri, con una maggiore apertura sui ferri bassi. C'è un Executive. Incassato da giocare. E poi, le Top Flite, palline che consentono più controllo e una traiettoria più alta. E le Hot Dots, con l'interno in filo di lattice. Tutti prodotti di alta qualità.

La stessa qualità che trovi negli accessori: guanti, borse con sezioni rinforzate, ombrelli, copripalla. Tutto per un golf professionale.

SPALDING

Spalding, ed è tempo di sport.

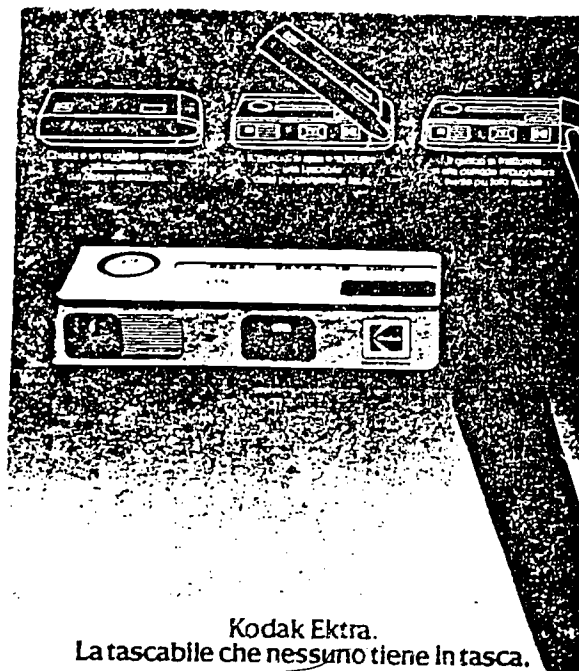


Unete
al ambiente
Pepsi



الآن
رجاء كنناكي
Kentucky Fried
Chicken.
سبيس سوپرماركت المختار
المعاصرة

KAPLAN, 3 de diciembre de 15



Kodak Ektra.
La tascabile che nessuno tiene in tasca.

Come si fa a nascondere una macchina fotografica della come la Kodak Ektra? E soprattutto, dopo il primo lancio di tutti i tipi di motori in più del non tenerla in tasca. Infatti, la Kodak Ektra è la più piccola macchina fotografica che si sia mai vista. E si nasconde in una tasca. La Kodak Ektra è la più piccola macchina fotografica che si sia mai vista. E si nasconde in una tasca.

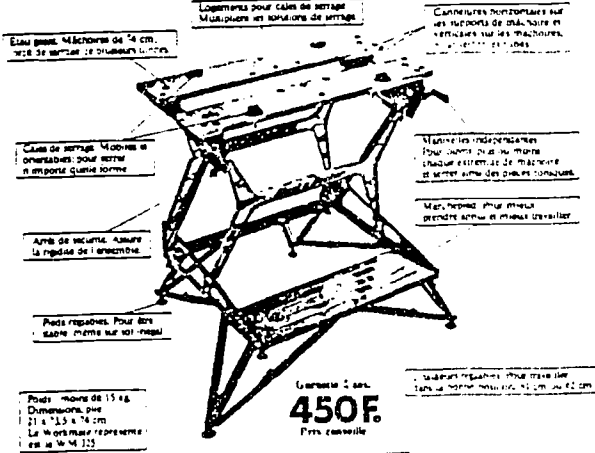
Kodak Ektra, non è nessuno in tasca. Il domani della fotografia.

OHIO COUNCIL FOR THE SOCIAL STUDIES

BEST COPY AVAILABLE

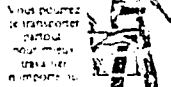
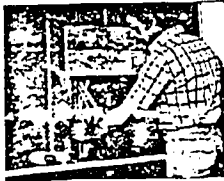
Lesson IV. AMERICAN PRODUCTS ADVERTISED ABROAD

SERREZ, MAINTENEZ, FIXEZ... avec l'établi-étau Workmate.



RANGEZ.

Rangée votre établi-étau dans un placard. Le Workmate ne tient pas plus de place qu'une valise.



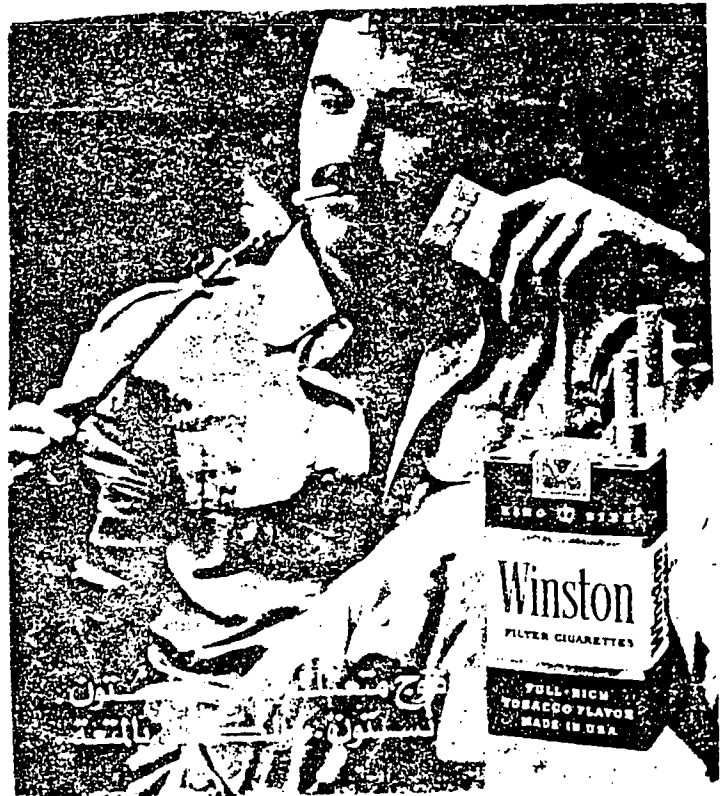
Don pour une documentation "Workmate" gratuite:

PRÉNOM: _____

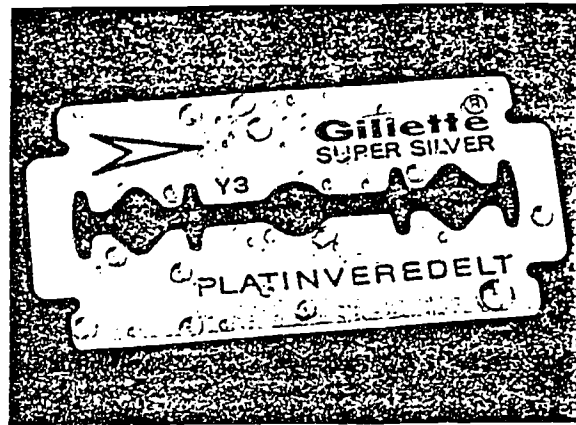
NOM: _____

ADRESSE: _____

Black & Decker
Le Workmate pour remplacer un atelier.
SERVICE APRÈS-VENTE DANS TOUTE LA FRANCE



Solange der Bart wächst.



Männer, die sich mit der Gillette Super Silver rasieren, wissen aus Erfahrung, wie eine gründliche Rasur aussieht. Wie sie sich anfühlt. Und was sie davon haben.

Sie wissen, die Gillette Super Silver ist gründlich. Denn ihre Schneiden sind aus platinveredeltem, feinstem Mikro-Chromstahl geschliffen.

Es ist dann nicht mehr eine Frage der Mode, daß sie dabei bleiben. Sondern der nüchternen Erkenntnis, daß das Wichtigste an einer Rasur die Gründlichkeit ist. Solange der Bart wächst.



Gründlichkeit geht uns über alles. Gillette Super Silver.



Le Nouveau Pneu Uniroyal Rallye 280. 7 ans de recherches pour plus de sécurité.

1978 sera marqué d'un événement dans le domaine de la sécurité. L'anniversaire de 7 ans de recherches consacrées à la sécurité de vos biens d'automobilistes.

Un objet unique au monde. Un pneu Uniroyal Rallye 280. Son profil, mais aussi sa carcasse et ses courbes parfaitement adaptées en fonction de la route pour offrir à tous points de vue.

7 ans pour un coup de frein.

7 ans pour des sauteries d'auto-routes. Des sauteries sans le moindre risque pour la sécurité de vos biens d'automobilistes.

7 ans pour une adhérence à l'échappement.

7 ans pour protéger et améliorer la sécurité de vos biens d'automobilistes.

L'objectif est de développer un pneu pour augmenter l'adhérence à la route. Et vous permettre de bénéficier d'une sécurité accrue en cas d'urgence.

7 ans pour une adhérence à l'échappement.

7 ans pour une adhérence à l'échappement. Des courbes larges et des angles qui permettent d'augmenter la sécurité de vos biens d'automobilistes.

7 ans pour une adhérence à l'échappement.

7 ans pour une adhérence à l'échappement. Des courbes larges et des angles qui permettent d'augmenter la sécurité de vos biens d'automobilistes.



Pour nous
La sécurité passe avant tout.

V. Finding Foreign Made Products in Your Home and Community

A. Objectives

1. Students will be able to list ways in which foreign made products can be identified including such ways as uniqueness, brand name, and "Made in _____" labels.
2. Students will develop skills in transferring raw data into circle graphs.
3. Students will be able to identify, on a map of the world, nations where various products are produced.
4. Students will recognize the fact that their community has many economic ties with the world.

B. Materials

1. Survey sheet provided with this lesson.
2. Wall map of the world.
3. Colored map pins or transparency markers (Lesson I).
4. Hand calculators.

C. Procedures

1. Have students take a survey of the community to find products that were made outside of the United States using the "Foreign Made Products Survey" which is provided with this lesson.
 - a. The teacher may want to divide the class into groups to survey the five (5) categories of goods represented on the form "Foreign Made Products Survey." The survey may be duplicated so that each student has his/her own on which to record data.
 - b. When the survey has been completed, each group of students should make a composite listing of the products found from their individual surveys.
2. Have the students locate countries from which products came by placing colored pins in that country on the world map.
 - a. Colored markers may be used if a transparency of the world map is used.
 - b. Different colored pins or markers may be used to represent the different product categories.
 - c. Discussion Questions
 1. What countries of the world supply our needs for many imported goods?

2. What are some of the reasons Americans use many products made in other countries?
 3. Do some countries (regions) of the world supply Americans with more of one category of products than do other countries (regions)?
 4. Why do these countries (regions) specialize in making certain goods?
3. Have the students produce circle graphs
- a. Each group should make two graphs from their data. The graphs can be constructed by using a protractor and a hand calculator (the calculator is suggested because of its accuracy and speed. If no calculators are available, simple mathematic calculations can be used.)
 - b. Quantity of Goods Available
 1. Add the total number of goods available in each category. (While accuracy would require they be in common units of measure, for purposes of developing this skill, the teacher need not consider this factor.

Example

Cars	27
Tractors	8
Crawler	
Tractors	10
Conveyor Belts	2
Fork Lifts	7
Total Goods	<u>54</u>

2. Percentage of each category

Formula: $\frac{N \text{ (Number)}}{\text{Total N (Number)}}$ Example: $\frac{27 \text{ cars}}{54 \text{ Total}} = 50\%$

- a. Have each group of students label each part of their circle graphs. (See example)
- b. Have each group of students develop their own circle graph of the price of the goods using the same steps used on the previous circle graph. Label the graph "Price of Goods."
- c. Have the entire class produce, as a class activity, a graph of the totals of their surveys.
 1. Add total quantity of goods from all five (5) categories and produce a circle graph comparing quantity of goods available by category.
 2. Add total price of goods from all five (5) categories and produce a circle graph comparing the price of goods available by category. See Teacher Notes.

3. Formula for calculating the number of degrees of a circle graph needed to represent each product.

Formula

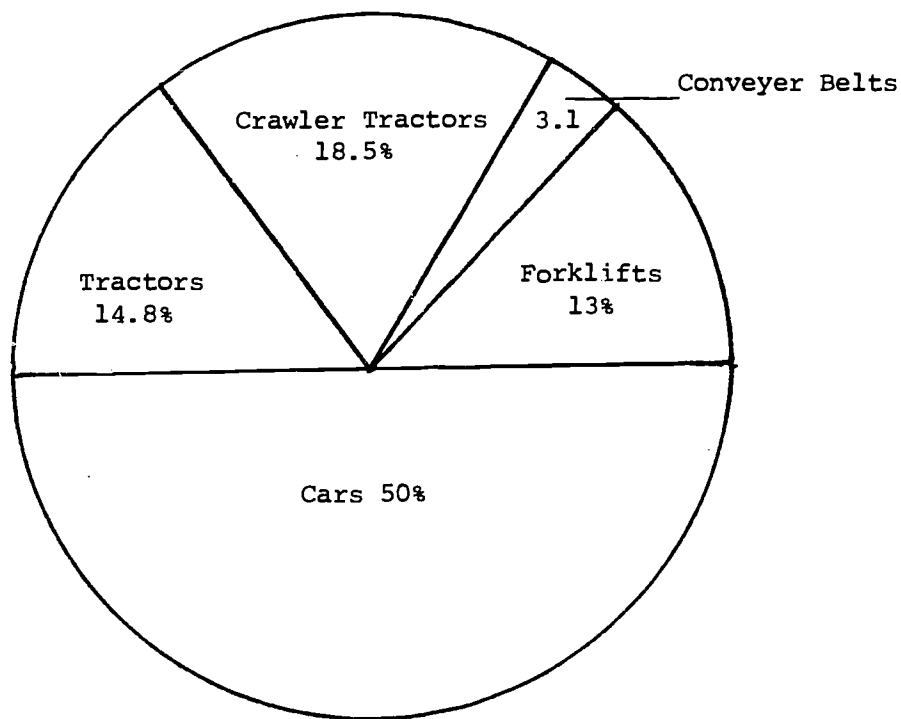
$360 \times \frac{\text{percent of the total}}{100} = \text{degrees}$

Example

$360 \times .50 = 180$

4. Steps of developing a circle graph. A blank graph is included with this lesson.
- Have students give each graph a title in the space provided.
Example: "Quantity of Automobiles, Tractors and Heavy Equipment Available in Our Town."
 - Have each group of students develop their own circle graph entitled "Quantity of Goods Available."

Example



4. Discussion Questions

- a. What are the steps one goes through in producing a circle graph?
- b. In what ways do circle graphs help interpret data?
- c. Looking at the graphs we have made in class, which category of goods is most numerous in our community? Which is the least numerous?
- d. Look at the graphs we have made. Which category of goods is most important in terms of value? Which is least important?
- e. How dependent are you and your families on the products from the rest of the world?
- f. What would your life be like without these products?
- g. List some of the reasons Americans use many products produced in other countries.
- h. What kind of relationship exists between our community and the rest of the world?

D. Teacher Notes

1. It is suggested that a transparency of the circle graph included in this lesson be used in making the graphs of the total quantity and total price of goods as found by the surveys.
2. The teacher will have to explain that while the student surveys are not inclusive of all foreign goods available in the community, the surveys are acceptable for purposes of developing the skills necessary to read and interpret circle graphs.

E. Reference

1. Alan J. Hoffman, "A Case for Using Survey Technique with Children (with some reservations)," *Social Education* XXXIX, 7 (November-December, 1975), 489-492.

Lesson V

Foreign Made Products Survey

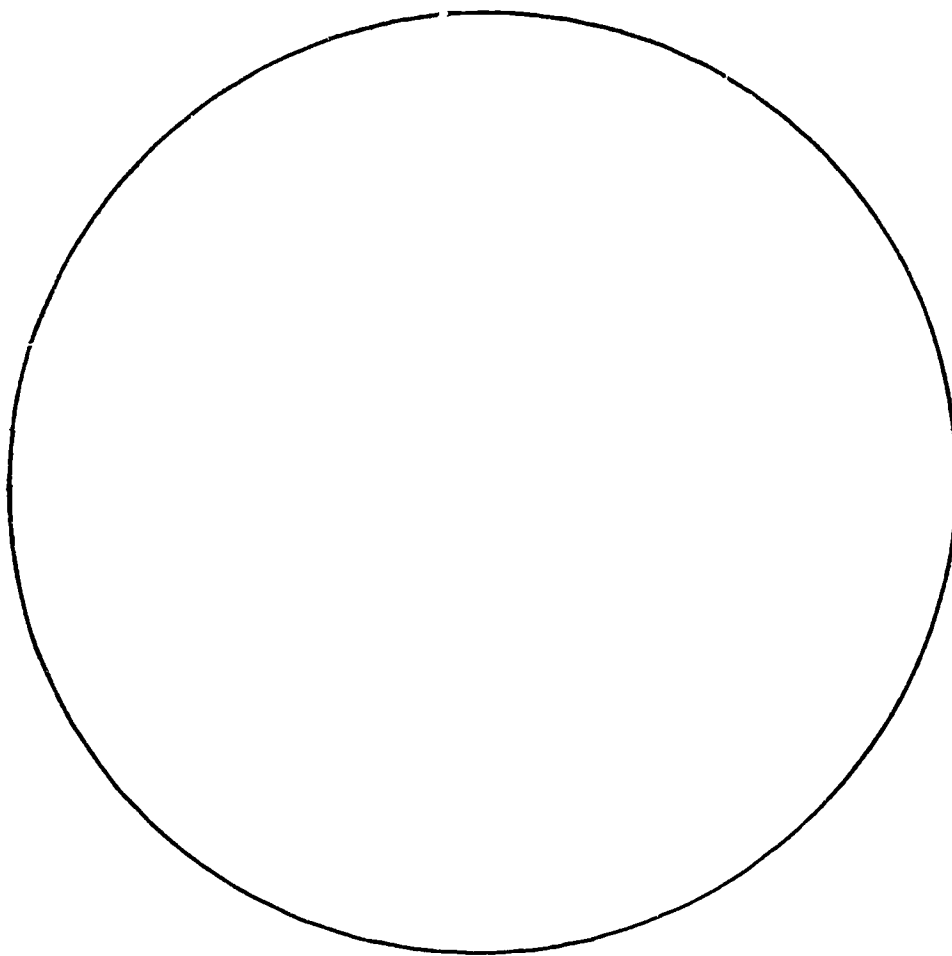
Product	Country Where Good was Produced	Store	Quantity for Goods Available	Price
Food Items				
			Total Quantity	Total Amount
Tools and Equipment				
			Total Quantity	Total Amount
Luxury Items				
			Total Quantity	Total Amount
Clothing				
			Total Quantity	Total Amount
Automobiles, Tractors, Heavy Equipment				
			Total Quantity	Total Amount

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Lesson V

Circle Graph

Title _____



VI. Newspaper Advertisements Provide Information About Local Linkages to the World

A. Objectives

1. Students will be able to demonstrate that their community has economic linkages to the rest of the world by listing products or services from other countries found in their communities.
2. After producing a collage of advertisements for foreign goods and services, students will recognize the fact that a large and varied number of foreign goods are used in their community.
3. Students will be able to state that their community has linkages through trade provide political, economic, and cultural interaction with the peoples of the world.

B. Materials Needed

1. Daily newspapers.

C. Procedures

1. Have students bring several newspapers from home. The teacher should provide newspapers for those students who do not have access to them or who forget to bring them to class.
2. Individual collages can be constructed
 - a. Have students paste ads to backing sheet.
 - b. Students may want to make theme collages or collages showing ads for a variety of goods. Theme ads may focus on certain types of products (automobiles) or goods from certain countries (Japan).
 - c. Collages may be displayed in the room for purposes of group discussion.
3. Group Collage
 - a. Have students select advertisements which represent various categories of goods such as electrical products, clothing, automobiles, or recreational equipment. (Other categories may be used as well.)
 - b. Make a collage of these advertisements and use them as a basis for class discussion.

D. Possible Discussion Questions

1. In what categories can we place these links to the world?
2. Why do we have these links to the world?
3. Which are the most important to you? To your parents?
To businessmen? To farmers? To factory workers?
4. How do these linkages affect the people of Ohio in an economic sense? In a political sense? In a cultural sense?
5. Do these links affect all of us? How are we affected?
6. Are our links with the rest of the world positive or negative?

E. Suggested Additional Activities

1. Using the world map (Lesson I), the teacher and student may want to identify the countries to which linkages are shown.
 - a. Colored map pins may be used to indicate different categories of goods shown in the advertisements.
2. The world map transparency and colored markers (Lesson I) may be used in place of the printed map.

VII. Using Road Maps to Places With Foreign Names in Your State

A. Objectives:

1. Students will recognize the fact that many places in Ohio are named for people, events and places in other countries.
2. Students will be able to establish the relationship between names of places in Ohio and the world.
3. Students will develop skills in using a highway map index.
4. Students will develop skills in locating sites using a map reference system. (See Teacher Notes)

B. Materials:

1. Highway map of Ohio (See Teacher Notes).
2. Data chart.
3. Classroom atlases.
4. Webster's Geographical Dictionary.

C. Procedures:

1. Students may work individually or in small groups.
2. The Data Chart has been divided into three categories: Cities in other countries, People from other countries, and Foreign languages, terms, places and historical events.
 - a. Using a highway map, the students should find places in Ohio which can be placed in each of the categories. Examples are provided in each category.
 - b. Using the Map Index, students should be able to locate each place using the reference system to find the location of each city, lake, river, or other geographic feature.
 1. Students may mark that location on the map.
 2. Students will be able to complete the "county" space for each location.
 - c. Students, by using an Atlas or a Webster's Geographical Dictionary, may check names of places to assure that they are foreign places. They can also complete "World Location" space on the Data Chart.

D. Possible Discussion Questions:

1. Explain how the Map Index was useful to you in completing the Data Chart.
2. Explain how you used the reference system on the Ohio highway map to find various locations.
3. How were the names of cities and other places in Ohio affected by the other countries of the world? How were they affected by foreign languages, events, and people?
4. Why do you think these names were chosen for places in Ohio?
5. Which of these Ohio places do we pronounce exactly as they are pronounced in the country of their origin? Which do we pronounce differently? Why do you think changes in pronunciation occur?
6. Are there special relationships maintained between the people living in an Ohio city and the people in the city for which it was named?
7. Can you think of any examples where American names have been used in other countries?

E. Possible Variations:

1. Repeat the activity using the local community. Names of streets, parks, recreation areas, or businesses may bear foreign names.
2. Allow the students to develop their own categories for the names of Ohio places bearing foreign names.
3. The class may want to make a large map of Ohio on which are located places with foreign names.

F. Teacher Notes:

1. Reference System, as used here, refers to the 1-2-3... numbering system along the top of the road map and A-B-C... system along the side of the road map.
2. Highway maps may be obtained from such places as:
 - a. American Automobile Association (for AAA members, not for sale.)
 - b. Local petroleum products distributors such as Sohio, Marathon, Mobil, etc.

- c. The State of Ohio Department of Transportation publishes a highway map of Ohio. Free copies of this map may be secured at any of the following local offices.
1. Motor Vehicle Registrar
 2. Office of the County Engineer
 3. Ohio Department of Transportation (County Courthouse Office)
 4. Tourist Information Offices
 5. Ohio State Highway Patrol Posts
 6. Ohio Turnpike Plazzas
 7. Offices at any facility operated by the Ohio State Recreation Department.

Lesson VII

DATA CHART

Source: Highway Map of Ohio

CATEGORY	OHIO LOCATION		WORLD LOCATION
Cities in other countries	County	Reference System	
Amsterdam	Jefferson	H-19	Holland

People from other countries

Montezuma	Mercer	H-7	Mexico

Foreign languages, terms,
places, and historical
events

Caesar Creek Lake	Warren	M-9	Ancient Rome

OHIO COUNCIL FOR THE SOCIAL STUDIES

VIII. Compiling a Scrapbook of Information About Your Country and the World.

A. Objectives

1. Students will be able to identify important social, political, historical, and economic characteristics of their community, state, and nation.
2. Students will be able to identify important social, political, historical, and economic characteristics of a foreign community.
3. Students will come to value the relationships they and their community have with the peoples of the world.

B. Materials

1. Construction paper, felt-tip writers, glue, etc.
2. Magazines, newspapers, and travel brochures which can be cut-up.

C. Procedures

1. Prior to the lesson the teacher should secure the name of a school in a foreign country in which a group of students would be willing to exchange scrapbooks about their community, area (state), and nation. (See Teacher Notes)
2. Have the students make a scrapbook about their class as a project. Include such things as:
 - a. a picture of the students in the class and the name and address of each student.
 - b. a picture of the school and other schools in the community.
 - c. a report about the school life. Include such things as what subjects pupils study, their hobbies, and their extra curricular activities.
 - d. pictures of their community and explanations about how people live in their community.
 - e. advertising brochures from local businesses.
 - f. pictures from around the State of Ohio with descriptions of what is shown.
 - g. magazine pictures which depict the way Americans live.
 - h. student reports, essays, or poems describing life in their homes, what it is like to live in Ohio, or what it is like to be an American.

D. Discussion Questions

1. How does life in our town compare to that of the students we have been studying?
2. How is their school different from our own?
3. How are their social customs different from ours?
4. What sports do they play?
5. What foods do they eat?
6. What are their houses like?
7. How would you like to change places with the students we've been studying?
8. What things do we have in common with them?
9. What things are so unique in that country that it would be very difficult to adjust to living there?
10. How important are our links with that community in particular and that country in general?

E. Teacher Notes

1. Locate in either a public or university library the reference book Ayer Directory of Publications.

The source contains the name and address of most of the newspapers published anywhere in the world. Write to the editor of a newspaper in the area you wish to have your students study. The newspaper editor may be able to contact a school with which an exchange could be made.

2. Contact the official representatives of the country which you want to study. Most of the countries of the world maintain embassies in Washington, D.C. and/or New York City.
 - a. The Information Officer at an embassy should be able to direct your request so that contact with a school can be made.
 - b. Telephone directories for large cities such as New York and Washington can be found in many college and public libraries. Secure the address and telephone number of the desired embassy and write or call to make your request known.
 - c. Many nations have consulates in other American cities as well. Foreign consulates in Ohio include the following:

<u>Country</u>	<u>Person</u>	<u>Address of the Consulate</u>	<u>Telephone Number</u>
Austria	Edward F. Werner	The Illuminating Building Cleveland	621-5588
Belgium	Ivan L. Miller	Union Commerce Building Cleveland	621-0550
Canada	Robert G. Woolham	55 Public Square Cleveland	771-0150
Colombia	Gilberto Orozco-Henderich	2300 St. Clair Cleveland	531-9106
Denmark	Steven Madsen	Union Commerce Building Cleveland	621-0200
Ecuador	Guillermo Villena-Andrade	4500 Bridgtown Road Cincinnati	574-4800
Finland	Albert J. Hjerpe	1105 West 52nd St. Ashtabula	998-0623
	Walter Maky	601 Rockwell Cleveland	621-1113
France	Lucien Wulsin	45 East 4th Street Cincinnati	421-1218
	Kenyon C. Bolton	Hanna Building Cleveland	781-0183
	Charles Carlut	2599 Woodstock Columbus	457-1443
West Germany	Robert O. Fricke	Terminal Tower Cleveland	861-5888
Great Britain	Leslie Reid	The Illuminating Building Cleveland	621-7674
Italy		Cleveland Plaza Cleveland	861-1585
Japan	Wm. A. Mattie	Euclid Ninth Tower Cleveland	694-4387
South Korea	Irvin M. Milner	Standard Building Cleveland	241-8029
Norway	Henry F. Lukas, Jr.	Williamson Building Cleveland	241-6171

<u>Country</u>	<u>Person</u>	<u>Address of the Consulate</u>	<u>Telephone Number</u>
Sweden	Michael L. Miller	Central National Bank Building, Cleveland	621-4995
	Mrs. Greta Peterson	7696 Camargo Road Cincinnati	561-2154
Switzerland	Gerard A. Paroz	5301 Lester Road Cincinnati	351-3008
	Max M. Miller	Hanna Building Cleveland	241-4995
Yugoslavia	Stane C. Lenardic	1700 East 13th St. Cleveland	621-2093

- d. Some of these same nations and many other nations have named Honorary Consulars in Ohio. Their Honorary Consulars generally do not have offices, but they may be willing to help if they are contacted directly.

<u>Country</u>	<u>Name</u>	<u>City</u>
Costa Rica	Wm. J. Gesling	Columbus
Dominican Republic	Mrs. Ives Salata deRiva	Cincinnati
	Bolivar Albainy	Cleveland
	Rafael Roman	Columbus
West Germany	Frederick N. Ditttrich	Cincinnati
Haiti	Henry P. Kosling	Cleveland
Honduras	Wm. A. Notton	Cincinnati
	Roberto D. Kline	Cleveland
India	George P. Bickford	Cleveland
Luxembourg	John E. Dolibois	Oxford
Malta	Thomas W. Harris	Cleveland
Mexico	Miss Aria Parke Schawe	Cincinnati
	Howard S. Mac Ayeal	Cleveland
The Netherlands	Jack N. Groof	Cleveland
Nicaragua	Joes Mercedes Sandigo	Cleveland
Panama	Roman Javier-Lasso	Cincinnati

<u>Country</u>	<u>Name</u>	<u>City</u>
Panama, con't.	Mrs. Iva Saenz-Bardshaw	Cleveland
	Mrs. Ireila R. de Dossenbach Dayton	
Switzerland	Otto K. Kuepfer, Jr.	Columbus

3. For additional information about this project, teachers are advised to see the booklet Peoria and the World by Kay Bennett, Meredith de Good and Jan Smith.
 - a. Published by the Peoria Journal, this booklet has several useful ideas on the use of the newspaper in studying your community and the world.
 - b. Jan Smith's students have exchanged scrapbooks with schools in Brazil and Saudi Arabia.
 - c. Peoria and the World is available from ERIC-CHESS, 855 Broadway, Colorado 80302.
4. A teacher may well be advised to limit choices for selection as an exchange school to those schools in which English is either the language of instruction or is the native tongue of that country in which the school is located.
5. A teacher undertaking to do Lesson VIII of Ohio and the World, is well advised to begin the process of securing an exchange class several months in advance of beginning Lesson VIII. Because of the delays which will be encountered, it is a part of preparation which cannot wait until the last minute.
6. A complete list of foreign consulates and honorary consuls in America can be found in the booklet Foreign Consular Offices in the United States. It is published each year by the U.S. Department of State. It is the Department of State Publication Number 7846. It costs \$2.10.

F. Possible Variations

1. If students are not receiving an exchange scrapbook from students in a foreign school, they may want to do research on the country where their scrapbook is going.
 - a. They want to give reports about the area studied.
 - b. A bulletin board display about the area may be made.
2. Students may want to prepare and present a skit about American life in which they attempt to explain the way we live to students in the area studied. A recording of the skit could be made and included with the scrapbook when it is mailed.

IX. Our Ethnic Ties, Then and Now

A. Objectives

1. Students will be able to list some of the ethnic groups who have settled in Ohio.
2. Students will be able to identify some of the cultural groups which continue to recognize and celebrate their ethnic origins.
3. Students will recognize the fact that the people of Ohio, indeed all Americans, share a wide variety of ethnic heritages.
4. Students will come to value the relationship between the people of the world and America's pluralistic heritage.

B. Materials

1. Information concerning various ethnic celebrations may be obtained from the following sources.
 - a. "Calendar of Events" from Office of Travel and Tourism
(Published seasonally) P.O. Box 1001
Columbus, Ohio 43216
Phone 614-466-8844
 - b. "Calendar of Events" from AAA Auto Club
(Published quarterly) (local offices, available to
members only)
2. An annual event in Toledo is the International Festival. Held each May, this festival features displays, cuisine, and entertainment from various nations. Booths are sponsored by local ethnic organizations and performances are presented by groups in the area, around the United States, and from foreign countries. In 1979 a dance troupe from Mexico City was featured. Information about the International Festival can be obtained by calling 419-241-9178 in Toledo or by writing to:

The International Institute
2040 Scottwood Avenue
Toledo, Ohio 43620

C. Procedures

1. Collect the necessary information from those sources listed above. (See Teacher Notes)
2. The following are possible ways to use the data.
 - a. Make a bulletin board display entitled "Countries of the World in Ohio." Display pictures, articles, and other materials about ethnic groups who live in our state.

- b. Report on or demonstrate to the class various crafts, customs, or styles of architecture from various parts of the world that can be found in Ohio.
- c. Invite guest speakers who can explain specific ethnic customs or demonstrate crafts of identifiable ethnic groups.
- d. Have students survey the community to ascertain what local sources of information about ethnic practices are available. See "Questions About Ethnic Groups in Your Community" which is included with this lesson.
- e. As a class project, prepare a travel guide on how to "see the world" without leaving Ohio. This could be as simple or complicated as the class time and interest allows. If it is possible, have the class visit one of the places in their travel guides.
- f. Make a large map and indicate with appropriate pictures where the national or ethnic festivals are located in your state. Students may do this in small groups or individually. A copy of a map of Ohio is included with this lesson which can be used to make a transparency suitable for projecting so that the map can be drawn.

D. Discussion Questions

1. Based on our information, from what parts of the world have people come to settle in Ohio?
2. Some ethnic groups have clustered together. Where will you find groups of people who can be identified ethnically in this state?
3. What visible influences have those people had on the areas they settled?
4. What reasons can you give to explain why ethnic groups settled in these places? (Jobs, area resembles their homeland, acquaintances already here, climate, etc.)
5. Can you name some famous people from the groups we have identified? Indicate some of the contributions made by these individuals.

E. Teacher Notes

1. It is suggested that a teacher should secure, prior to this lesson, as much of the necessary material as possible.
2. Personal contacts, parents, and friends can be used as speakers and to give demonstrations of specific ethnic crafts.
3. Several of the colleges and universities have a Speakers Bureau. These bureaus list the names of people who could possibly speak to your class about various places, cultural practices, or crafts.

QUESTIONS ABOUT ETHNIC GROUPS IN YOUR COMMUNITY

1. DO ANY OF THESE ETHNIC GROUPS HAVE ACTIVE ORGANIZATIONS IN YOUR COMMUNITY?

Native Americans: Indians

Afro-Americans

Asian Americans:

Chinese Americans

Koreans

Japanese Americans

East Asians

Filipino Americans

Vietnamese

Mexican Americans: Chicanos

Puerto Rican Americans

European Americans:

French

Irish

Polish

Italians

Greeks

Ukrainians

Germans

Hungarians

Russians

Cuban Americans and Native Hawaiians

2. CAN THESE INTERNATIONALLY RELATED CLUBS HELP YOU FIND OUT MORE ABOUT ETHNIC GROUPS IN YOUR COMMUNITY?

Kiwanis Club (Service)

Rotary International

Optimists International (Service)

Girl Scouts

Boy Scouts of America

United States Auto Club

Global Sportsman's (Travel)

Amateur Athletic Union

Ambassador, Inc. (Travel)

3. DO THESE RELIGIOUS GROUPS SPONSOR SPECIAL PUBLIC FESTIVALS?

Greek Orthodox Church

Jewish Synagogue

Islamic Mosque

4. IS THERE AN INTERNATIONAL FESTIVAL IN YOUR AREA

Heritage Weekends

Toledo International Festival



X. Identifying Local Business Firms Involved in Foreign Trade

A. Objectives

1. Students will be able to problem solve through the use of the skills of the inquiry process: Recognition of a problem, hypothesis formation, data collection, drawing conclusions and generalizing.
2. Students will be able to hypothesize that foreign trade is economically advantageous to local firms and to the community.
3. Students will develop skills in gathering data from primary and secondary sources. (See Teacher Notes)
4. Students will be able to state that, in general, foreign trade is economically advantageous to the local community, Ohio, and the United States as well as to the nation(s) in which American firms do business.

B. Materials

1. International Business Data Sheet accompanying this lesson
2. Art materials for student-made displays
3. Resource Books (See Teacher Notes)

C. Procedures

1. The teacher has several options to adapt this lesson to local conditions and to learning needs.
2. Have the students meet with officers of local firms and complete the International Business Data Sheet during those interviews.
 - a. The teacher may want to contact firms prior to the lesson to arrange for student interviews.
 - b. In small communities where only a limited number of firms engage in international trade, the class may be divided into committees to gather data and produce displays.
 - c. The teacher may wish to consult various reference materials to find the basic data about firms so that it can be made available to students when assignments are made. Sources of such information are listed in Teacher Notes below.
3. Divide the students into small groups with each group studying a local firm.
4. Have the entire class study one Ohio based firm which is involved in international trade.

- a. The firm to be studied may be located in the community.
 - b. The class could choose to study a multi-national corporation which has its base of operations in Ohio.
 - c. The choice of firm to be studied may depend on student interest, what firms are located in the area, or current world happenings such as the oil shortages in 1974 and 1979.
5. Invite an officer of a company to come to the class to explain the international dealings of his firm.
 6. Once the students have compiled their information several activities may take place.
 - a. Have the student make a bulletin board which displays the products the firm(s) sell. Include information gained from interviews and research.
 - b. Have groups of students report orally to the class on what they have found about the international business dealings of the firm(s) they have investigated.
 - c. Using the world map included with Lesson I, have the students locate with map pins the countries where their firm(s) do business. Different colored map pins may be used to indicate different firms and/or various products.
 - d. Have a group of students report on the transportation and the costs of transportation of goods shipped to various parts of the world. Routes may be shown on the world map (Lesson I) using different colored yarn for air, sea, and land routes.
 7. Ask firms to allow you to show a film they may own which explains how the firm does business in the state of Ohio, the United States, and in other countries.

D. Discussion Questions

1. Why does any corporation decide that it is willing to sell its products to other countries?
2. How do you think a company is affected by its involvement in international trade? Has it been helped or hurt? Explain your answer.
3. What special problems must a company face because of its involvement in international business?

4. How is a community affected by the activities of a firm engaged in international commerce? List positive points. List possible drawbacks.
5. How might the people of a nation and that nation's economy be affected by the goods sold by the firm(s) we have studied?
6. Why did this international business firm locate in your community (state)? Was it a multi-national company prior to locating here?

E. Teacher Notes

1. Information about the exact characteristics of the financial dealings of firms is sometimes very difficult to assess. Some of the sources listed below will serve as a basis for the initial stages of investigation. Student research, the International Business Data Sheet, and conversations with company personnel should prove to be invaluable in expanding this data.
2. The following sources are generally available in the reference sections of university libraries and in the reference section of libraries located in Ohio's larger cities.

- a. Ohio Industrial Directory, (Cleveland: Harris Publishing Co., 1978). This large volume is published annually in cooperation with the Ohio Department of Economics and Community Development. Ohio firms, their officers, foreign and domestic sales, and other information is included.

- b. Moody's Industrial Manual

Updated weekly, this source provides comprehensive information on industrial corporations and enterprises. Information about individual firms including their history, subsidiaries, principal operations, sales, products, major officers, number of employees, data of annual meeting, and address is included.

- c. The Wall Street Journal Index

This index appears monthly and is cumulated annually. Two main indexes are: (1) Corporate News and (2) General News. The Wall Street Journal is generally stored on microfilm.

- d. The Ohio Department of Economic and Community Development has several pamphlets about Ohio's industries and foreign trade. Such pamphlets as "Ohio Exports," "Ohio Industry," and "Ohio is the Greatest" are available by writing directly to:

Mrs. Dorothy Deems
Ohio Dept. of Economic and
Community Development
P.O. Box 100
Columbus, Ohio 43216

- e. There are many other reference sources available. Librarians can be most helpful in securing needed data from those sources.

Lesson X
International Business Data Sheet

The questions which are included on this sheet have been prepared so that my students can better determine how various businesses in _____ (community or Ohio) are linked to the rest of the world. Other local firms are being asked to help complete these forms. My students are compiling the results of these questionnaires in order to determine the importance of international trade to our community. Thank you for helping us gather this data. You are welcome to see the compiled data.

Thank you for helping us with this project. If you have any questions, please call me at _____ or come to the school.
(telephone number)

Thank you,

(Teacher)

1. Name of Firm _____
2. Where does your firm sell its products abroad? (Please list the countries where you sell your goods.)

3. Do you have international offices? (Please list foreign cities where your offices are located.)

4. Do you have American employees in these foreign offices? Yes _____ No _____
If so, in which nations are they employed? _____

5. How many foreign nationals work for your firm in foreign offices or factories?

6. Can you estimate the total value of your foreign sales last year? _____

7. What percentage of your total sales does this figure represent? _____

8. What other information can you tell us about your company's links to international trade?

OHIO COUNCIL FOR THE SOCIAL STUDIES

XI. Collecting Information About International Links of Local Civic and Service Organizations

A. Objectives

1. Students will recognize the fact that many local civic and service organizations have linkages to the world through memberships, visitor exchanges, and services to foreign communities.
2. Students will be able to organize materials gained from questionnaires into composites and generalize as to implications drawn from the collected data.
3. Students will develop skills which will allow them to interpret data so as to represent it in forms such as graphs, charts, or maps.

B. Materials

1. A list of local civic and service organizations and their presidents should be available to students. Current lists are generally available from the Chamber of Commerce in the community. (See Teacher Notes)
2. "Civic and Service Organization Questionnaire". (See Teacher Notes)
3. "Civic and Service Organizations and World Involvement Chart". (See Teacher Notes)

C. Procedure

1. Have the students, individually, in pairs, or small groups contact the leaders of various organizations and arrange to meet with a representative of the group to complete the questionnaire.
 - a. Students should be prepared to give an oral explanation of the objectives of the lesson and general background to what they are doing so that they can explain what they are trying to do to their contacts.
 - b. The questionnaires could be done by telephone or by mail. Personal contact would be preferable as students will develop interviewing skills, more complete information can be recorded, and a larger number of responses will be obtained.
2. Once the interviews are completed, interviewers may report their findings to the entire class.
 - a. Use a transparency of the "Civic and Service Organizations and World Involvement Chart."
 - b. A large wall poster of the "Civic and Service Organizations and World Involvement Chart" may be drawn and data recorded on it.

3. Using the World Map (Lesson I), students may want to place map pins in the countries where various organizations have contacts. Different colored pins may be used to key the different organizations and their various types of contacts.
4. A guest speaker from one of the service organizations may be invited to tell the entire class about special projects the organization has in nations of the world.

D. Discussion Questions

1. To what part of the world are local civic and service organizations linked?
2. Looking at our chart, can you explain to the class which of the categories has the largest number of linkages? To what part of the world does our community have the most contacts by civic and service organizations?
3. What types of projects are most commonly represented on the chart? Can you explain why?
4. What reasons do these organizations have for being involved with the world? Let's make a list of possible reasons.
5. What do you think is the impact of these organizations on the world? Explain why you answered as you did.

E. Teacher Notes

1. It is recommended that lists of leaders of the community's Civic and Service Organizations be secured by the teacher in advance of using this lesson.
2. It is suggested that a cover letter be included with the questionnaire. A teacher using Lesson XI may want to revise the sample included with this lesson to meet his/her needs.
3. The "Civic and Service Organizations and World Involvement Chart" can be revised to meet situations in the local community.

Lesson XI
Civic and Service Organizations Questionnaire

This questionnaire is part of a social studies activity to determine how civic and service organizations in our community are linked to the world. The class will compile the results to show ways local organizations are linked to the world and with which countries they are involved. You are welcome to see our compiled data. Thank you for helping us find out how organizations in our community are linked to the world. If you have any questions please call me at _____ or come to the school.

Thank You

(Teacher)

Name of Organization _____

	Yes	No
Is your membership international?	_____	_____

Do you have an international headquarters?	_____	_____
--	-------	-------

If so, where is it located? _____

In what country did your organization originate? _____

What kinds of international projects does your organization participate?
Please list them and describe them briefly.

Have any of your members in the last year visited members in other countries?

Yes	No
_____	_____

If so, to what countries did they go? _____

	Yes	No
Have members from other countries visited your local organization?	_____	_____

If so, from what countries did they come: _____

If any of your members have traveled outside our country and would be willing to talk to our class about their experiences, please list their names, the countries they visited, and how they can be contacted.

Lesson XI

Civic and Service Organizations and World Involvement Chart

International Headquarters	Country of Origin	Countries Your Members Visited	Countries Sending Members to Visit	World Projects

XII. Coffee Drinkers, Coffee Producers, and Coffee Prices in an Interdependent World

A. Objectives

1. Students will develop skills in using data sources to solve problems by utilizing the stages of the problem solving process.
2. Students will be able to generalize as to the effects on groups of people when alternative economic decisions are made.
3. Students will recognize the fact that there are trade-offs when economic decisions are made.
4. Students will be able to state that positive economic decisions made in terms of Americans may not be positive economic decisions for other peoples in other nations of the world.

B. Materials

1. Reprint of the article "Coffee Dilemma".
2. Butcher paper and felt writers.

C. Procedures

1. Have the students read the article included with this lesson entitled "Coffee Dilemma".
2. The teacher should, through questioning the students in a class discussion, have the students state the problem to be solved. (See Discussion Questions, 1-5). The problem should be stated in terms of student inputs, but it might be similar to:

How can Americans continue to drink more and more coffee without making it impossible for Brazil to produce enough food to feed its people?

3. Divide the class into small groups. Provide each group with a piece of butcher paper and a felt writer on which it is to write a hypothesis for solving the problem.
 - a. Hypotheses will vary. The teacher should be prepared to ask additional questions of each group in order for them to come up with a solution (hypothesis) to the problem.
 - b. The teacher should remind each group that they should be aware of various points made in the article.
 1. The demand for coffee is growing.

2. More coffee could be consumed than can be produced at present.
 3. When Brazilian farmers take more land to grow coffee, they can grow less food to feed Brazil's rapidly expanding population.
 4. Brazil does not earn enough money from selling coffee to buy an adequate quantity of food to feed its population.
 5. The Brazilian government uses money gained from selling coffee to buy petroleum and other needed resources.
 6. The United States makes the greatest demand on the limited supply of coffee which is available on the world market.
- c. Have each group write a series of short statements which explains why its hypothesis is a logical one.
 - d. Have each group tape its sheet of butcher paper to the wall so that everyone can read what their classmates have done.
4. When the students have had a chance to read the results of the group work, have them discuss the various solutions and have the class develop a solution to the problem through coming to a class consensus.
 5. Further class discussion might focus on how the following would be affected by their solution to the problem.
 - a. American coffee drinkers.
 - b. Coffee drinkers around the world.
 - c. Brazilian coffee farmers.
 - d. Brazilian coffee workers.
 - e. The Brazilian government.
- D. Discussion Questions
1. Why is there a coffee dilemma?
 2. Why is America so deeply involved in this problem?
 3. What problems does Brazil have when it produces enough coffee to meet world demand?
 4. Can we state the problem as one question?

5. What is the basic problem of the "Coffee Dilemma"?
6. What happens to coffee prices when there is too much coffee on the market?
7. What happens to coffee prices when there is not enough coffee on the market?
8. What can the American government do to help Brazil produce more coffee?
9. What can Americans do to help Brazil feed its people?
10. What problems have caused Angola and Uganda to decrease their coffee production? Who would like to find more information about these countries to help answer this question?

E. Suggested Additional Ideas

1. The teacher may want to extend this lesson and approach another world trade problem using the objectives for this lesson. Suggested topics include:
 - a. The problems of petroleum production which resulted in oil shortages in 1974 and in 1979.
 - b. The problems of the country of Liberia which exports large amounts of rubber and iron ore.
 - c. The problems Cuba has encountered because of its ideological separation from the U.S. which has been its traditional market for sugar.
2. Audio-Visual materials about Brazil may help students achieve the objectives of this lesson.
 - a. "Brazil" (Encyclopedia Britannica Educational Corporation)

This is a series of six sound filmstrips which deals with the agricultural, economic, political, and social problems of Brazil. (\$86.95)
 - b. "Brazil: People of the Highlands" (Encyclopedia Britannica Films, 1957)

This film is not new, but it does deal with four families of Brazil which represent various problems in this lesson. The four families include that of a coffee plantation owner, the family of a plantation worker, the family of a small cotton farm, and the family of an urban worker. It is available as a rental film from Kent State University.
3. It is suggested that the teacher using this lesson may be able to locate other audio visual material through county education offices and nearby film libraries.

Coffee Dilemma

The rise in coffee prices from \$.85 to \$2.25 for a pound of green (unroasted) beans is just one more signal of a serious food problem facing the world, according to commodity specialists.

Coffee exports have been exceeding production by at least 5% a year for more than the last 10 years. In 1974, the last full year before a serious Brazilian frost destroyed thousands of acres of coffee trees, world green coffee bean output was about 55 million bags weighing 132.2 pounds each. Official import totals for coffee reaching the world's coffee consuming nations were 56 million bags, plus 5 to 7 million bags of "tourist" (smuggled) coffee. The difference came from stockpiled beans that had accumulated in private and state-owned warehouses over the years.

The use of coffee is increasing in many parts of the world. Japan in 1972 did not import enough coffee to even bother to keep statistics. In 1976 Japan imported 3 million bags of coffee or 6% of the world exports. The demand for coffee has increased in many nations where it was once considered a luxury item. Between 1963 and 1974 Europe raised its coffee imports from 20 million to 30 million bags a year. This occurred despite the fact that, with heavy taxes, ground coffee beans sold for \$5.00 a pound during that time. The Soviet Union has become a major importer of coffee. The consumption of coffee also rose in coffee producing nations.

With increasing demand for coffee and the Brazilian frost, along with political problems in Angola and Uganda causing decreases in their production, exports of coffee have fallen. It is estimated Brazil will

export a third of its normal 20 million bags this season. This will cause prices to stay high. If coffee prices stay high, farmers will switch from growing soybeans and corn to growing coffee. If Brazilian farmers do switch, this will tend to drive up grain and soybean prices and thus make beef, pork, and poultry more expensive for consumers. When Brazilian farmers switch to a cash crop such as coffee, less land is available to grow other types of food. For example, in the last year there has been a shortage of black beans, the staple of the Brazilian diet. The cash crop money tends to go for the purchase of oil for industrial development. Oil prices are rising steadily causing inflation in that country just as we have in the United States.

Coffee is a major commodity in world trade. It is second (a distant second) to oil in international commodity dealings. In 1976 Americans spent \$8.00 per person on coffee. An average of twelve pounds of coffee were consumed by every man, woman, and child in this country. By comparison, the consumption of coffee per person in the rest of the world was 1.65 pounds per person. More than half of the world's coffee beans were brewed in the U.S.

If world wide consumption rose to 3 pounds per person, one quarter of the U.S. consumption level, the producing nations could not supply the markets and feed themselves. Land growing coffee cannot be used for growing food. "The incredible rises in coffee and cocoa prices are merely another way of telling us that the four billion souls on this planet must compete for a steadily shrinking supply of farm produce. Hardly any productive cropland is idle anywhere and increases in one crop must be at the expense of another. The elasticity of supply is gone."¹

1. The New York Times, Sunday, January 16, 1977

XIII. Learning from Exchange Students

A. Objectives

1. Students will gain factual information about life in foreign nations.
2. Students will be able to list some of the problems foreign students have in adjusting to living in this country.
3. Students will come to value the concepts of student exchange programs as positive steps in international cooperation.

B. Materials

1. Map of the guest's home country.
 - a. A map of the continent on which the country is located may be sufficient.
 - b. Students may wish to prepare a large map of the guest's home country prior to the visit.
2. "Reaction Sheet: Visiting Foreign Students" which is included with this lesson. (See Teacher Notes)

C. Procedures

1. Contact school systems, colleges, churches, and local organizations which sponsor student exchange programs to identify foreign students who would be willing to visit your classroom.
2. The teacher should prepare students for a class discussion with the foreign speaker.
 - a. Identify the home country of the visitor on a map of the world.
 - b. Ask individual students to find certain information about the guest's home country and share that information with the class.
 - c. A teacher might ask students to put themselves in the guest's place and ask them to explain how they would approach the task of telling about life in the United States if they were students in a foreign country.
 - d. Have students write two or three questions which they would like to ask the guest speaker.
3. Have a small group of students meet the foreign visitor upon the student's arrival and serve as hosts during the visitor's stay.

- a. Students should be allowed the opportunity to interact with the visitor in formal and informal situations.
- b. Allow time for students to ask the questions they have prepared in advance in addition to the ones generated during the guest speaker's remarks.
4. After the visit, have students complete their "Reaction Sheet: Visiting Foreign Students" and share their ideas with other students during class discussion.

D. Discussion Questions

1. What new things did you learn about the guest's home country?
2. What things did you find to be the most different about that country?
3. What problems would you have if you went to live there? How would you go about solving them?
4. How are people in our guest's country like us? How are they different?
5. What social, economic, and political links does America have to our guest's country?
6. What things do you think our guest likes about our country?
7. To which things do you think it has been most difficult for our guest to adjust?

E. Teacher Notes

1. The "Reaction Sheet: Visiting Foreign Students" which accompanies this lesson can be changed to meet class needs.
 - a. If more than one visitor will be speaking to your students, copies may be distributed for each occasion.
2. There are opportunities for American students to become foreign exchange students. If your school does not have such a program available, you may want to instigate its inclusion in the school's co-curricular program. Write to any of the following for additional information.

American Field Service
313 East 43rd Street
New York, NY

Youth for Understanding
2015 Washtenau Avenue
Ann Arbor, MI 48104

Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017

F. Suggested Additional Ideas

1. Have your students help organize an International Day for your school.
 - a. The Student Council, the administration, and other social studies teachers and their students could and should become involved.
 - b. Invite foreign students in the area to come to your school for the day.
 1. Have the foreign guests visit various classes. Schedule them to be guest speakers in classes where the teacher and students have prepared for their being present.
 2. End the day with a student gathering where there is a chance for students and their guests to visit on an informal basis.
 3. Other ideas for ending the day might include a banquet or dinner in the homes of students who would like to serve as hosts. An evening party or dance could follow.
2. It is suggested that arrangements should be made to transport foreign speakers to the school.
 - a. Parents can often be enlisted to drive to a nearby town to pick up guests and to return them when the day's activities are finished.
 - b. If the guests makes their own arrangements, they should be reimbursed for the cost of their tickets or in terms of mileage at rates established by the school system.

VISITING FOREIGN STUDENTS

Directions: Complete the sentences with your reactions to what our visitor
had to tell us about life in _____.
(country)

1. I enjoyed most learning about _____

2. I was surprised to hear that _____

3. Life in the U.S. compared to another country is _____

4. The thing I would find most difficult being an exchange student in another
country is _____

5. The thing I would enjoy most about being an exchange student in another
country is _____

I would like to go to _____ as an exchange student.

6. Our school compared to the school of our visitor is _____

7. As I see it, the most important aspect of student exchange program is _____

XIV. Learning About Foreign Students in Our Colleges and Universities

A. Objectives

1. Students will be able to identify nations and regions of the world from which foreign students come to attend colleges and universities in Ohio.
2. Students will develop skills in reading graphs and charts.
3. Students will be able to identify trends and changes in foreign student enrollments during a given period of years.

B. Materials

1. Data Packet of Foreign Student Notes (See Teacher Enrollments).
2. Foreign Student Enrollments Study Guide.
3. Transparencies of the graphs and tables from the Data Packet.

C. Procedures

1. Explain to the class that they will be receiving a data packet, containing graphs and charts which contain data with regard to foreign student enrollment in the whole United States and in the State of Ohio.
 - a. Using Table 1 and Table 2 from the Data Packet explain how data provided in the tables should be read.
 - b. Questions for students based on Table 1
 1. Which of the Ohio public universities had the most foreign students enrolled in 1978-1979?
 2. Why do so many foreign students attend that university?
 3. How many Canadians were enrolled in 1978-1979?
 4. Why were there so many Canadians attending Ohio schools in that year?
 5. Why do you think that there were large numbers of students from such countries as Iran, Venezuela, Nigeria and Saudi Arabia enrolled in 1978-1979?
 - c. Questions for students based on Table 2
 1. What was the most popular field for non-resident aliens (foreign students) in 1976? What was the second most popular area of study for aliens?

2. Why do you think so many foreigners are interested in studying the sciences in American universities?
 3. How many of the foreign students in 1976 were men? women? Can you explain why there are more of one sex than the other studying here?
2. Give the students the packet of materials and go through the materials with them showing them what each data sheet contains. This will present an opportunity to explain the following:
 - a. Each graph or table should have a title which states what is being shown.
 - b. Each graph or table should have a source listed indicating from where the data was gathered.
 - c. Each graph or table should be dated so that the reader knows when the data was gathered.
 3. Give each student a copy of the Foreign Student Enrollment Studyguide.
 - a. The teacher may want to work through the studyguide with the entire class using transparencies of the graphs and tables from the packet.
 - b. It is suggested that the students answer the questions on the studyguide either individually or in teams. A class discussion of the results may follow.
 - c. Have the students share and explain the graphs they have constructed to each other and with the entire class.
- D. Teacher Notes
1. If more than one section is taught, duplicate enough copies of the Data Packet for the largest class. Store the Data Packet for use when the course is taught again.
 2. Students can use the Data Packet to make additional graphs. The teacher may want to have students make additional bar graphs, circle graphs, or pictographs.
 3. Material in the Data Packet can be updated by consulting more recent editions of sources cited.

Lesson XIV
Foreign Student Enrollment Studyguide

A. Answer questions 1 - 7 by gathering data from Bar Graph I in the Data Packet

1. What does the graph report as data? _____

2. What does the key tell you about each bar on the graph? _____

3. What does the length of each bar represent? _____

4. Which state has had a higher percentage of the foreign students in each year known over the previous year shown? _____

5. Which state had the largest percentage of foreign students in 1966/67? _____
6. Ohio was ranked eleventh in numbers of foreign students in its colleges in 1977/78.
What was its rank in 1966/67? _____
What was its rank in 1976/77? _____
7. Which states had a smaller percentage of the foreign student population in 1977/78 than they did in 1966/67?

B. Answer question 8 - 12 by gathering data from Table 3 and Circle Graphs 1 - 4 in the Data Packet

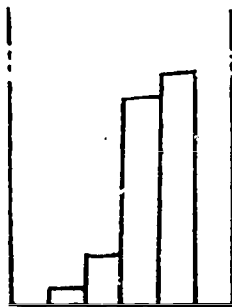
8. From which continent have the largest number of students come in the years 1955/56 through 1977/78? _____
9. In which academic year was this area represented by the largest number of students? _____ How many students were there from this area? _____
10. Which area has consistently provided the second largest number of foreign students? _____

11. Which area of the world has been represented by a smaller percentage of the foreign population in each year since 1955/1956? _____
12. Which area of the world has been represented by a larger percentage of the foreign student population in each year since 1955/56? _____

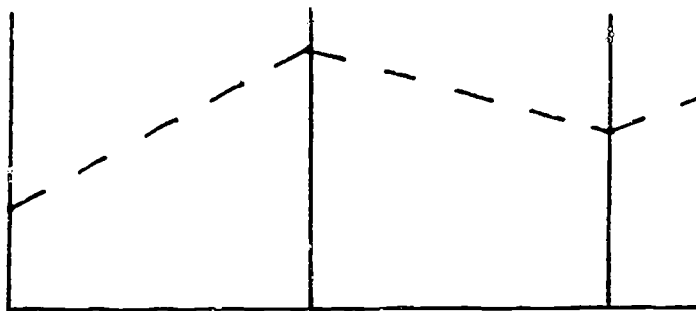
- C. In questions 8 - 12 you had to read not only Table 1 but Circle Graphs 1 - 4 as well in order to find your answers.

A bar graph, like the one you used in answering questions 1 - 7, can be made to show this data. Using the Student Bar Graph which has been prepared for you on the next page, make a new bar graph using the data from Table 1 and Circle Graphs 1 - 4. Follow the steps given here.

1. Give your graph a title.
2. Label your vertical axis: "Number of Foreign Students to Nearest Thousand."
3. Label your horizontal axis: "Areas of the World."
4. Color code your key.
5. Round off foreign student numbers to the nearest 1000.
6. The Africa data should be represented as in the example given below.



- D. Now that you have made a bar graph of the number of foreign students attending American colleges in certain years you are ready to make another kind of graph - a Broken Line Graph. A Broken Line Graph is ready for you to complete by showing the percentage of students from various areas of the world. Be sure that you color code your lines and complete your key.



E. Answer the following questions with data used in Parts A, B, C, & D.

1. What are the advantages of reading your own bar graphs over the data presented in Table 3 and Circle Graphs 1 - 4.

2. Are there disadvantages? What are they?

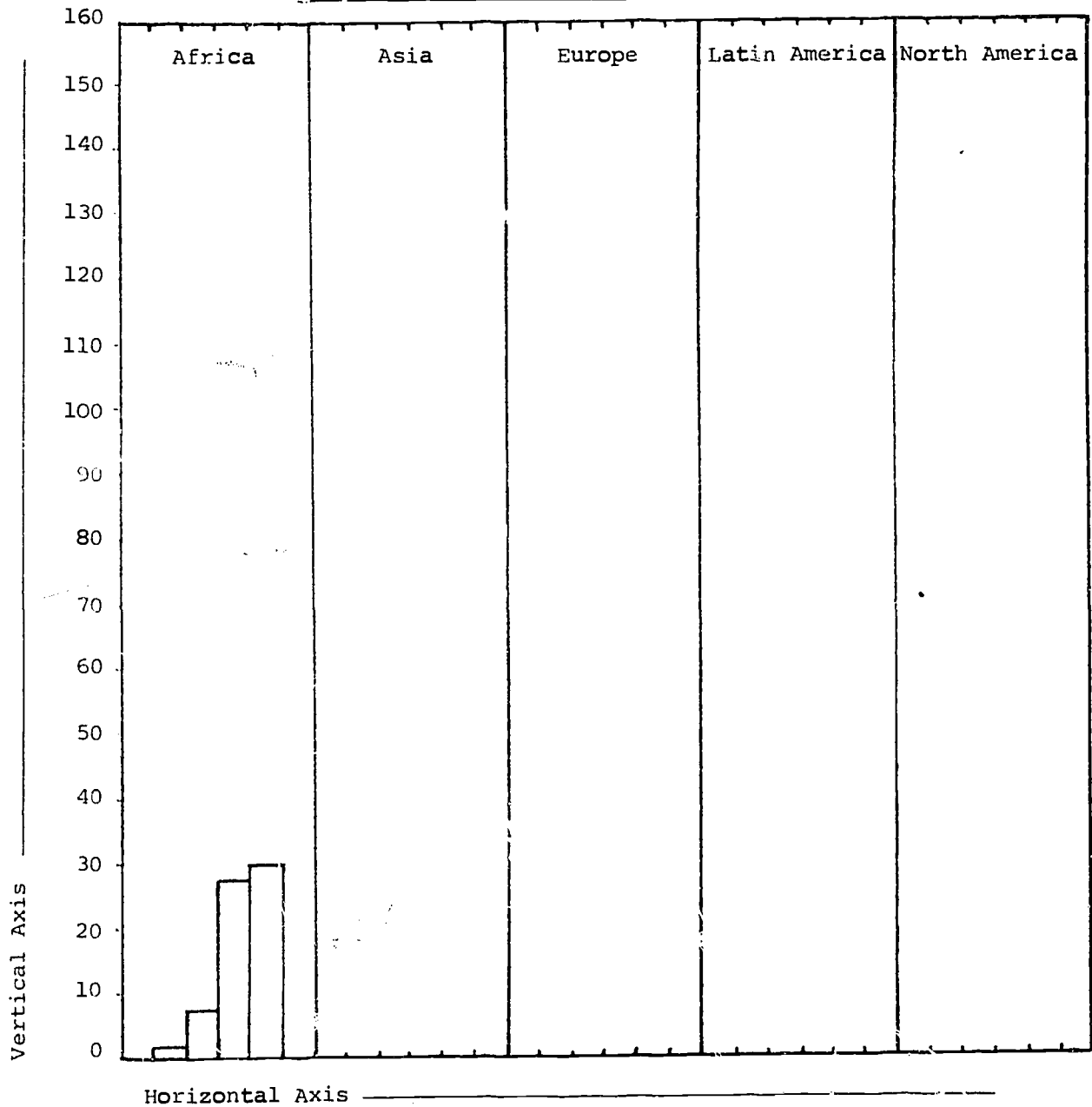
3. What are the advantages of reading your own line graph over reading Table 3 and Circle Graphs 1 - 4?

4. Are there disadvantages? What are they?

F. Answer questions by using Table 4 as your source of data.

1. How many foreign students attended American Colleges and Universities in 1954? _____ In 1964? _____ In 1974? _____
2. How many colleges (institutions) reported having foreign students in 1954? _____ in 1974? _____
3. Which has grown more rapidly in the years between 1954 and 1978 in terms of percentages of growth, the number of foreign students or the number of institutions reporting their enrollment? Explain your answer.

Title: Foreign Students Studying in
the USA in Selected Years



KEY

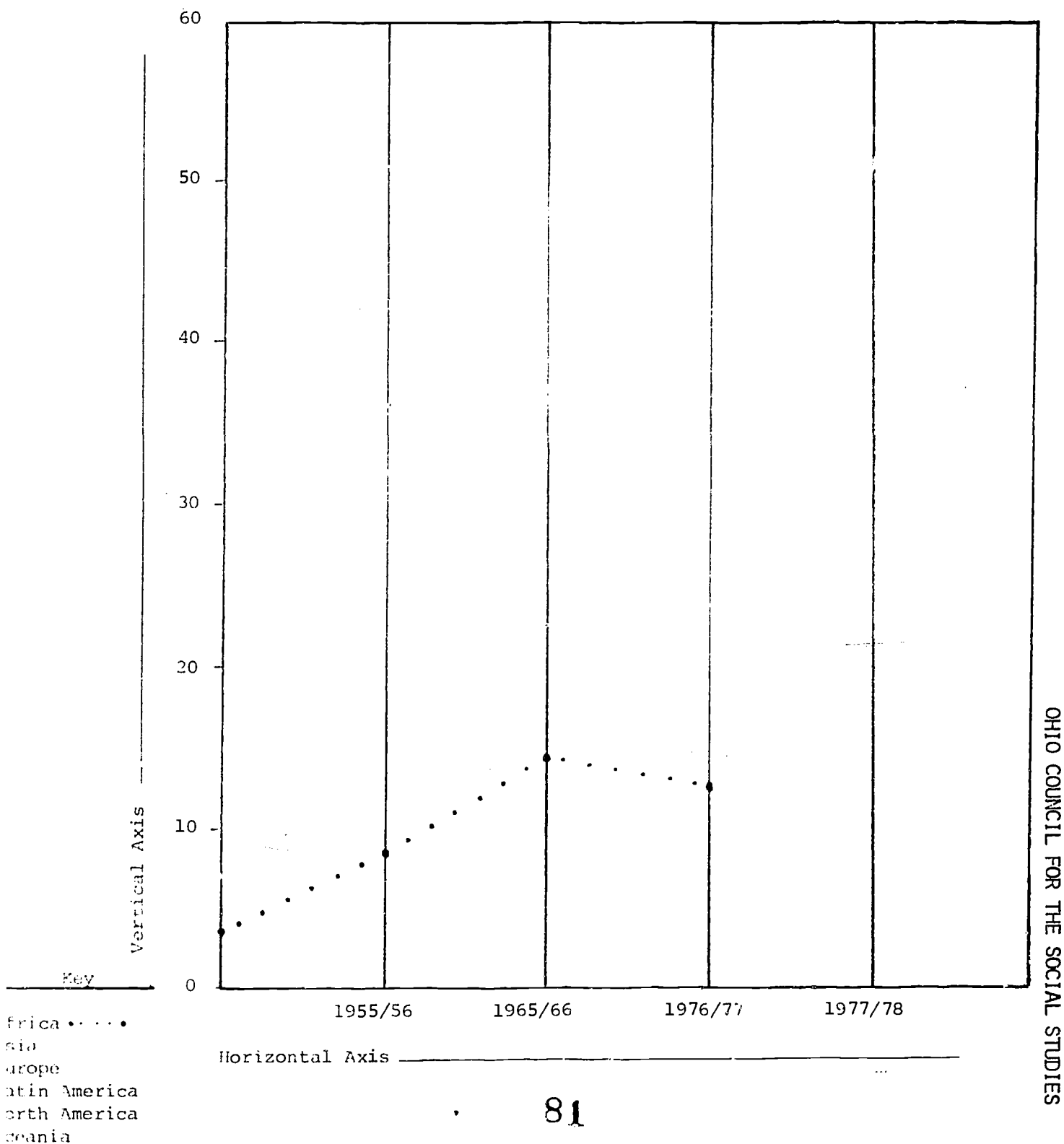
1955-1956

1956-1966

1976-1977

1977-1978

Title: Broken Line Graph of Foreign Students
Enrolled by Area as a Percentage of Total Enrollment



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Table 1

FOREIGN STUDENTS ENROLLED IN OHIO'S PUBLIC UNIVERSITIES, 1978-1979

	Akron	Bowling Green	Central State	Cleveland State	U. of Cincinnati	Kent	Miami	Ohio State	Ohio University	U. of Toledo	Wright State	Youngstown	Total
Afghanistan					4		1			1			6
Algeria	1				11			4	18				34
Argentina	1				4	1		3	4	1	1		15
Australia					3	2	2	14					23
Austria		2					1	2	1			1	7
Bahama Islands	1	1	1		2		1	1					7
Bangladesh		4		2	3	3		2	2	1		2	19
Barbados					4								4
Belgium	1				1	1							3
Bermuda			10	3			3	1	2	13	1		33
Bolivia									1			1	2
Brazil	2	1			4	1		27	11	7	2	1	56
Cameroun		1		1	2	1	1	1	3			1	11
Canada	19	33		7	28	10	11	69	14	12	1	14	218
Chile	3	2		1	2		2	7	3			1	21
China and Taiwan	65	14		18	120	42	33	232	30	20	13	10	587
Colombia	3				6	1	1	3	17	1		1	39
Costa Rica	1					1		4	1	1			8
Cuba	1		1					2					4
Cyprus		2				3		3	1	1		5	15
Czechoslovakia	1				1								2
Denmark								1					1
Dominican Republic								4	2				6
Ecuador						1		1	3			1	6
Egypt	2				12	3		29	2			2	49
El Salvador	1								1			1	3
Ethiopia	4	2	10		7	5	2	7	6	2	1	1	44
Finland		1			1			4					6
France	1	3			4	4	2	10	1			2	27
Germany	5	4		6	13	4	3	21	6	2		4	68
Ghana	3	2	1	1	5	1	1	9	7		2		32
Great Britain	7	1		3	8	4		9	7	1		5	44
Greece	12	2		2	4	6	1	15	7			25	74
Guatemala				1			1						2
Guyana		2			2	2		5	3	1		1	16
Haiti				1	1								2
Honduras		2			1	2		1	1	2			9
Hong Kong	1	2		4	9	8	10	51	11	8		4	108
Hungary					1			1					2
India	36	3	2	4	79	40	7	104	40	15	4	27	368
Indonesia	7	1		1	2			9	7				27
Iran	115			28	17	41	7	125	40	52	8	93	535
Iraq	3				2			4	6	4			19
Ireland				1	2	1	1	2				2	10
Israel	3			1	6	3	1	20		2			36
Italy	2	1		1	1	2		2	2			4	15
Ivory Coast				1	1			1	3				6
Jamaica	2	2	5		3	2		5	2	4			25
Japan	3	5		3	7	1	3	35	35	4	1	2	102
Jordan	9			7	3	4		7	22	7		32	91
Kenya	2	5	11	2	3	1	4	6	8	4	2	2	50
Korea, South	5	2		1	13	7	2	60	9	3	1	2	104
Kuwait	3				3			4	8	24			42
Lebanon	12	2		23	3	2	2	22	30	16	1	20	133
Liberia	3	4	2	1	2	9		4	1	4	1		31
Libya	2	4			6	1		28	33	8	2	6	90
Luxembourg							7						7
Madagascar					1			1					2
Malaysia	1				4		9	24	59	2	4		103
Mexico	3				3	1		11	3	1		2	24

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	Akron	Bowling Green	Central State	Cleveland State	U. of Cincinnati	Kent	Miami	Ohio State	Ohio University	U. of Toledo	Wright State	Youngstown	Total
Morocco						1							1
Nepal								3	1				4
Netherlands					1	1	1	2	1			2	8
New Zealand					1			4					5
Nicaragua		3		1				1	1				6
Nigeria	7	8	65	3	10	59	12	72	124	19	22	14	437
Norway								2		1			4
Oman						1		2					3
Pakistan		4		3	12	3	1	11	3	2	2	5	45
Panama								1	4				5
Peru	1	3					1	1	6			4	16
Philippines	5	1			2	6		20	13	1		6	54
Poland					3	2		1	1			3	10
Portugal	2					4		1	1			1	9
Romania								1				1	2
Russia	1							1				1	3
Saudi Arabia	2		3			2	2	14	31	14			68
Senegal								1	1				2
Sierra Leone		1	1	2	3		1	4	3		2		17
Singapore					1	5			3				9
Somalia			3				2	1	3				9
South Africa		3		2	1			7	4				17
Spain	4				6	1		4	1	1		1	18
Sri Lanka		1			1	2		4		4			12
Swedish	1	1						16					18
Surinam				1									1
Sweden					4	2		1		1		1	9
Switzerland				1	1				2				4
Syria	1		1						14	2		1	20
Tanzania	2					2	1	1	1	1			8
Thailand	10	3			9	10	1	40	33	5		18	121
Turkey and Tabaco						2	2	3				1	9
Turkey	10	3			5	1		14	7	3		1	44
Uganda	3			1		1		2		2	1		10
Virgin Islands			2					1					3
Zambia	3	7			5	3		37	69	10	1	4	139
Zimbabwe	18					3	4	36	10	1		1	73
West Indies					1	1		1			2		5
Yugoslavia	4				2	1		3				4	14
Yre					2	1			1				4
Zambia							1	1					2
Zimbabwe	5	4			4	10	1		4	1	1		30
Others	16				1	1	2		6	5	1		26
TOTALS	410	180	117	141	516	355	15	1376	314	297	77	344	4739
by University													

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Lesson XIV DATA PACKET

TABLE 2

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF ENROLLMENT, SEX, 1976

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF ENROLLMENT, SEX, 1976										
RACIAL/ETHNIC DATA BY MAJOR FIELD	ALL STUDENTS					UNCEFPGRADUATES				
	TOTAL	MEN		WOMEN		TOTAL	MEN		WOMEN	
		FULL- TIME	PART- TIME	FULL- TIME	PART- TIME		FULL- TIME	PART- TIME		
									(1)	(2)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
ALL STUDENTS	11,090,936	3,731,377	2,110,191	3,055,573	2,194,795	8,524,614	3,188,013	1,873,331	2,763,724	1,302,646
NON RESIDENT ALIEN	219,750	118,911	35,756	41,240	23,103	129,936	74,512	14,401	29,970	11,053
BLACK NON-HISPANIC	1,034,680	504,347	166,472	355,552	208,605	866,607	276,980	120,221	329,577	140,769
AMER IND/ALASH NATIVE	76,367	22,845	12,787	20,375	17,360	61,740	19,911	10,918	18,518	12,343
ASIAN OR PACIFIC ISL	201,168	67,341	42,710	52,170	38,447	155,243	57,077	26,765	46,483	24,918
HISPANIC	479,797	152,110	100,325	136,637	90,723	409,754	137,055	76,702	127,117	68,835
WHITE NON-HISPANIC	9,079,174	3,066,123	1,749,135	2,447,861	1,816,055	6,501,674	2,622,478	1,023,964	2,210,059	1,045,178
AGRICULTURE/NAT RESPC	156,520	99,354	17,412	33,661	6,093	136,472	89,637	11,062	31,365	4,407
NON RESIDENT ALIEN	4,957	3,555	720	516	162	1,871	1,457	102	238	44
BLACK NON-HISPANIC	3,225	1,874	640	584	127	2,937	1,741	535	550	107
AMER IND/ALASH NATIVE	1,152	745	129	177	107	1,073	701	110	166	96
ASIAN OR PACIFIC ISL	1,893	1,094	246	467	102	1,540	940	146	421	75
HISPANIC	3,384	1,990	757	517	120	3,115	1,897	632	490	95
WHITE NON-HISPANIC	141,909	90,103	14,920	31,406	5,430	125,866	82,863	5,533	29,520	3,990
ARCH/ENVNMTL DESIGN	64,646	44,414	9,133	12,422	3,717	58,555	38,321	7,200	10,066	2,468
NON RESIDENT ALIEN	3,048	2,119	274	545	70	2,050	1,438	146	425	41
BLACK NON-HISPANIC	3,117	1,844	574	542	150	2,551	1,592	457	391	111
AMER IND/ALASH NATIVE	320	207	51	43	19	280	190	36	34	18
ASIAN OR PACIFIC ISL	1,640	973	283	285	95	1,318	826	152	222	77
HISPANIC	3,301	2,117	626	400	158	3,001	1,950	551	359	141
WHITE NON-HISPANIC	58,260	37,154	7,324	10,561	3,221	49,355	32,325	5,822	8,635	2,580
BIOLOGICAL SCIENCES	321,147	155,544	31,775	104,162	25,666	269,980	139,078	32,934	94,676	17,294
NON RESIDENT ALIEN	8,041	4,504	915	2,140	528	4,690	2,740	335	1,399	212
BLACK NON-HISPANIC	21,100	7,984	1,559	9,743	1,814	19,520	7,593	1,111	9,337	1,405
AMER IND/ALASH NATIVE	1,396	649	168	433	146	1,229	586	130	394	119
ASIAN OR PACIFIC ISL	8,297	4,043	932	2,644	634	6,609	3,172	561	2,429	417
HISPANIC	11,344	5,297	1,206	4,031	842	10,486	5,044	920	3,874	656
WHITE NON-HISPANIC	270,915	137,067	26,951	85,159	21,697	227,063	119,223	15,801	77,253	14,475
BUSINESS AND MGMT	1,296,648	566,003	302,143	261,458	167,084	1,069,561	488,072	151,720	248,059	131,719
NON RESIDENT ALIEN	25,254	17,665	4,630	5,308	1,943	18,000	11,141	2,046	3,923	1,265
BLACK NON-HISPANIC	125,767	46,432	19,980	41,530	17,725	104,491	44,460	15,380	40,472	15,179
AMER IND/ALASH NATIVE	6,772	2,312	1,485	1,828	1,147	6,019	2,166	1,111	1,753	989
ASIAN OR PACIFIC ISL	22,011	7,596	5,756	5,254	3,422	17,556	6,616	3,444	4,929	2,553
HISPANIC	52,509	18,539	12,250	12,854	7,866	44,094	17,596	6,900	12,546	7,044
WHITE NON-HISPANIC	1,066,755	473,459	258,331	194,984	134,981	885,253	436,093	156,825	184,476	104,609
ENGINEERING	455,648	318,645	102,114	27,185	7,661	284,467	287,348	66,622	25,224	5,042
NON RESIDENT ALIEN	38,590	31,196	5,686	1,394	314	24,374	21,041	2,184	954	155
BLACK NON-HISPANIC	22,838	13,946	5,957	2,267	668	21,545	13,536	5,213	2,214	582
AMER IND/ALASH NATIVE	1,695	1,026	527	93	49	1,503	973	400	88	42
ASIAN OR PACIFIC ISL	13,212	8,668	3,357	937	254	10,184	7,469	1,758	834	123
HISPANIC	15,809	10,386	4,205	951	267	14,509	9,991	3,386	916	214
WHITE NON-HISPANIC	363,504	253,463	82,186	21,546	6,109	312,354	234,338	53,912	20,178	3,926
DENTISTRY	20,493	11,043	164	2,243	32	-	-	-	-	-
NON RESIDENT ALIEN	284	205	19	58	2	-	-	-	-	-
BLACK NON-HISPANIC	823	574	16	224	9	-	-	-	-	-
AMER IND/ALASH NATIVE	85	71	-	13	1	-	-	-	-	-
ASIAN OR PACIFIC ISL	554	477	7	76	-	-	-	-	-	-
HISPANIC	967	451	2	108	1	-	-	-	-	-
WHITE NON-HISPANIC	18,185	10,270	126	1,770	19	-	-	-	-	-
MEDICINE	58,595	45,221	283	12,970	114	-	-	-	-	-
NON RESIDENT ALIEN	752	545	2	161	4	-	-	-	-	-
BLACK NON-HISPANIC	3,464	2,217	15	1,224	8	-	-	-	-	-
AMER IND/ALASH NATIVE	257	186	1	69	1	-	-	-	-	-
ASIAN OR PACIFIC ISL	1,347	942	15	333	3	-	-	-	-	-
HISPANIC	1,729	1,311	8	409	1	-	-	-	-	-
WHITE NON-HISPANIC	51,046	39,932	234	10,774	102	-	-	-	-	-
VETERINARY MEDICINE	4,126	4,218	207	1,631	70	-	-	-	-	-
NON RESIDENT ALIEN	19	13	2	3	1	-	-	-	-	-
BLACK NON-HISPANIC	125	72	2	50	1	-	-	-	-	-
AMER IND/ALASH NATIVE	63	54	-	9	-	-	-	-	-	-
ASIAN OR PACIFIC ISL	36	21	-	14	1	-	-	-	-	-
HISPANIC	34	24	-	10	-	-	-	-	-	-
WHITE NON-HISPANIC	5,849	4,034	203	1,545	67	-	-	-	-	-

OHIO COUNCIL FOR THE SOCIAL STUDIES

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Lesson XIV TABLE 2 (continued)

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF ENROLLMENT, SEX, ATTENDANCE

RACIAL/ETHNIC DATA BY MAJOR FIELD	ALL STUDENTS					UNDERGRADUATES				
	TOTAL	MEN		WOMEN		TOTAL	MEN		WOMEN	
		FULL- TIME	PART- TIME	FULL- TIME	PART- TIME		FULL- TIME	PART- TIME	FULL- TIME	PART- TIME
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
LAW	120,471	72,914	16,395	25,652	5,510	-	-	-	-	-
NON RESIDENT ALIEN. .	915	539	190	150	36	-	-	-	-	-
BLACK NON-HISPANIC. .	5,441	2,728	644	1,723	346	-	-	-	-	-
AMER IND/ALASH NATVE. .	465	255	55	107	28	-	-	-	-	-
ASIAN OR PACIFIC ISL. .	1,432	771	171	434	56	-	-	-	-	-
HISPANIC.	3,338	1,981	490	726	141	-	-	-	-	-
WHITE NON-HISPANIC. .	108,920	66,640	14,845	22,512	4,903	-	-	-	-	-
PHYSICAL SCIENCES . . .	165,054	102,948	24,816	28,625	8,615	124,548	81,066	13,576	24,669	5,235
NON RESIDENT ALIEN. .	8,818	6,190	1,053	1,246	329	3,503	2,557	238	609	99
BLACK NON-HISPANIC. .	7,036	3,371	1,086	2,029	550	6,120	3,039	751	1,925	405
AMER IND/ALASH NATVE. .	716	379	152	133	52	562	318	163	121	40
ASIAN OR PACIFIC ISL. .	3,171	1,841	503	632	195	2,226	1,380	225	515	102
HISPANIC.	3,471	1,862	635	741	229	2,994	1,661	481	652	180
WHITE NON-HISPANIC. .	141,442	89,355	21,303	23,844	7,260	109,121	72,111	11,756	20,807	4,405
ALL OTHER	8,420,504	2,299,976	1,605,749	2,544,555	1,970,228	6,460,980	2,034,491	961,681	2,326,625	1,136,181
NON RESIDENT ALIEN. .	125,022	52,336	22,253	30,719	19,714	75,051	34,108	9,344	22,382	9,217
BLACK NON-HISPANIC. .	842,144	223,005	136,304	295,628	187,207	698,443	205,019	56,760	273,688	122,976
AMER IND/ALASH NATVE. .	63,466	16,962	13,219	17,470	15,815	50,704	14,977	5,026	15,962	10,734
ASIAN OR PACIFIC ISL. .	147,555	40,875	31,443	41,060	34,177	115,380	36,256	20,430	37,133	21,561
HISPANIC.	385,312	108,152	80,142	115,918	81,100	328,560	98,916	60,841	108,250	60,553
WHITE NON-HISPANIC. .	6,857,009	1,858,646	1,322,388	2,043,760	1,632,215	5,192,842	1,645,215	747,282	1,869,210	911,135

1/ THE COUNT OF 11,090,936 REPRESENTS THE TOTAL HEAD COUNT FOR ALL RACES OF STUDENTS ENROLLED IN THE 3,073 INSTITUTIONS OF HIGHER EDUCATION SURVEYED IN FALL 1976. A DIFFERENCE OF 30,430 STUDENTS EXISTS BETWEEN TOTAL HEAD COUNT FOR ALL STUDENTS AND TOTAL HEAD COUNT FOR ALL RACES DUE TO THE FACT THAT A NUMBER OF INSTITUTIONS WERE UNABLE TO IDENTIFY THE RACE OF THE STUDENTS ENROLLED IN THAT INSTITUTION.

Source: Fall Enrollment in Higher Education, 1976, National Center for Education Statistics, U.S. Department of Health Education and Welfare.

Bar Graph 1

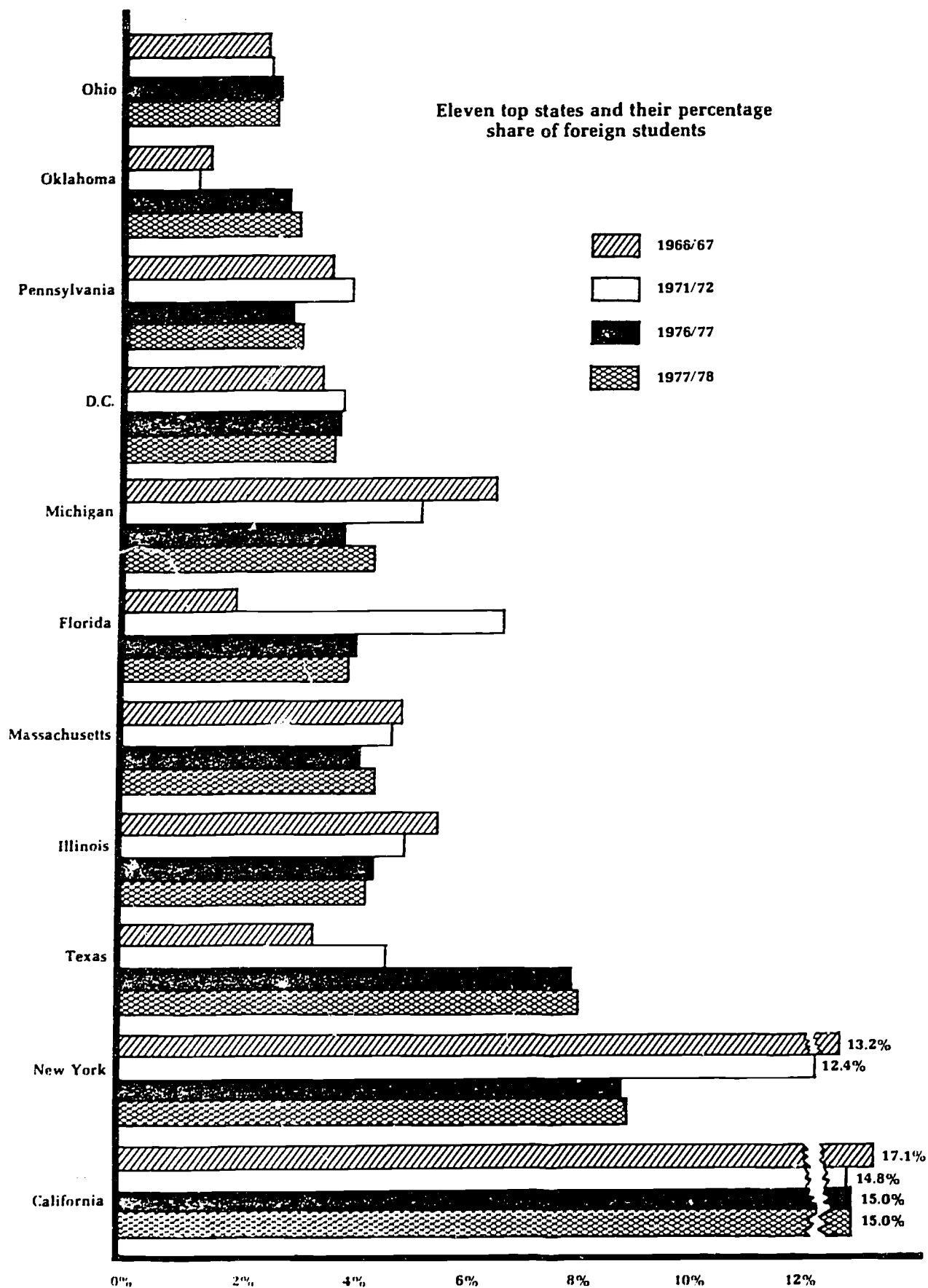


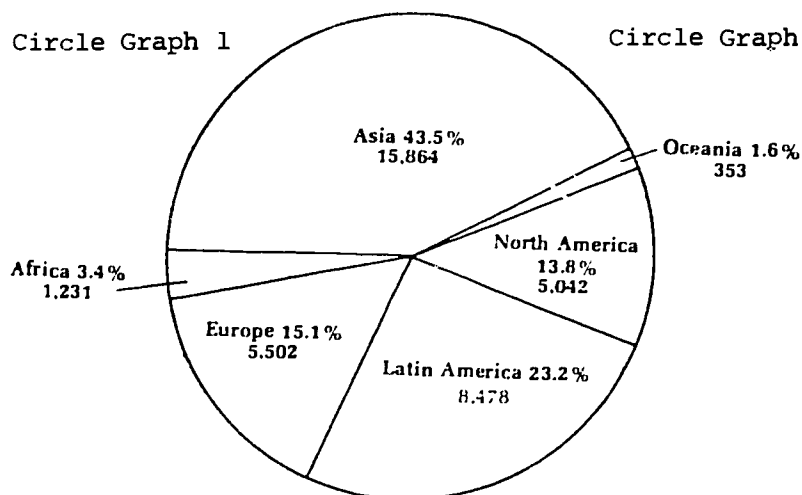
Table 3

Foreign Students In U.S. By Continent Of Origin								
	1955/56		1965/66		1976/77		1977/78	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
Africa	1,231	3.4	6,896	8.3	25,860	12.7	29,560	12.6
Asia	15,864	43.5	40,266	48.8	108,510	53.5	130,970	55.6
Europe	5,502	15.1	10,226	12.4	16,700	8.2	19,310	8.2
Latin America	8,478	23.2	13,998	17.0	37,240	18.4	38,840	16.5
North America	5,042	13.8	9,851	11.9	11,420	5.6	12,920	5.5
Oceania	353	1.0	1,325	1.6	3,150	1.6	3,810	1.6

Foreign Students By Continent

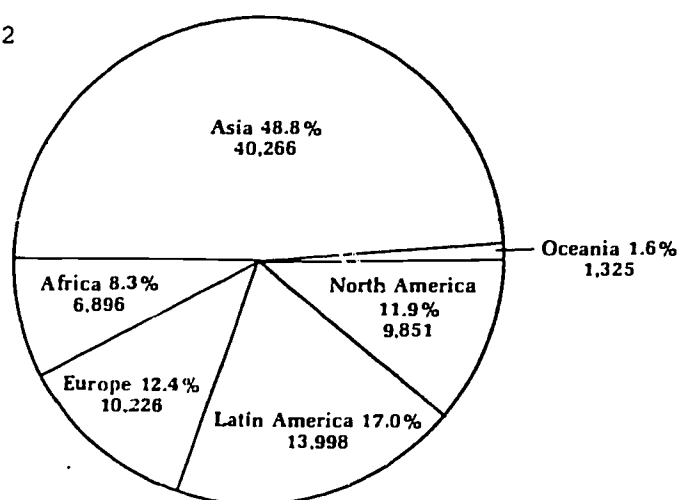
1955/56

Circle Graph 1



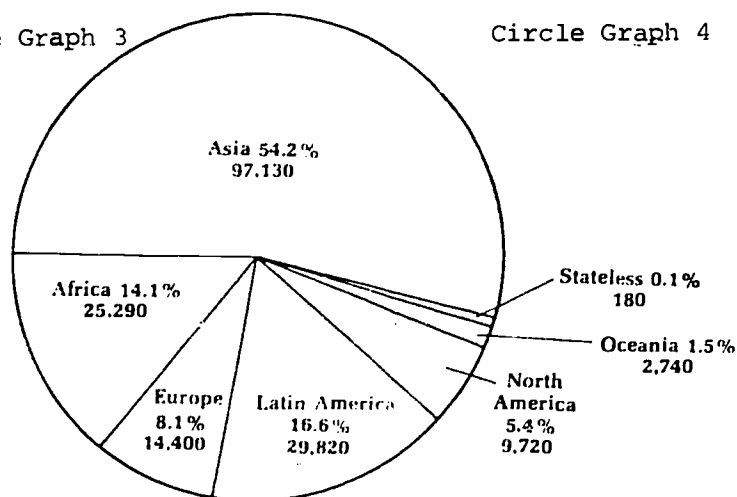
1965/66

Circle Graph 2



1975/76

Circle Graph 3



1977/78

Circle Graph 4

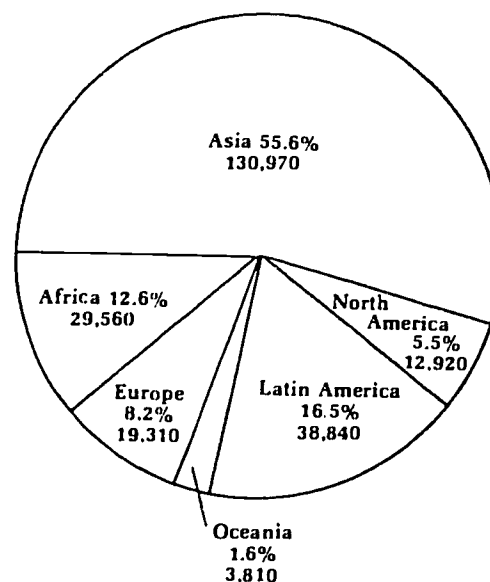


Table 4

Foreign Students 1954/55 — 1977/78

Year	Students Reported	Institutions Reporting
1954/5	34,232	1,629
1955/6	36,494	1,630
1956/7	40,666	1,734
1957/8	43,391	1,801
1958/9	47,245	1,680
1959/60	48,486	1,712
1960/1	53,107	1,666
1961/2	58,086	1,798
1962/3	64,705	1,805
1963/4	74,814	1,805
1964/5	82,045	1,859
1965/6	82,709	1,755
1966/7	100,262	1,797
1967/8	110,315	1,827
1968/9	121,362	1,846
1969/70	134,959	1,734
1970/1	117,976 ¹	1,748
1971/2	114,024	1,650
1972/3	118,481	1,508
1973/4	125,116	1,359
1974/5	154,580 ²	1,908 ²
1975/6	179,344	2,261
1976/7	203,068	2,524
1977/8	235,509	2,738

¹In 1970 1, immigrants and non-immigrants were separately counted and immigrants were excluded

²In 1974 5 a simple post card method of obtaining the basic count was adopted and immigrants were excluded

Source for Tables 3 and 4, Bar Graph 1 and Circle Graphs 1, 2, 3, & 4:

Alfred C. Julian, Janet Lawenstein, and Robert E. Slattery, Open Doors/ 1977-78: A Report on International Educational Exchange, (New York: Institute of International Education, 1978), pp. 3, 10, 14-15

XV. What We Found Out About Ourselves, Our Community and the World

A. Objectives

1. Students will develop communication skills by categorizing data gathered during these lessons and presenting it in written form.
2. Students will be able to summarize data in graphic, pictorial, and artistic forms.

B. Materials

1. Information gathered while working on activities from the various lessons included in Ohio and the World.
2. Art materials including felt markers, ditto or mimeograph stencils, art paper, etc.

C. Procedures

1. The basic format suggested for this activity is that used by Time or Newsweek Magazines. Have sample copies of these available so that students can see how they are organized.
 - a. Features in the news magazines produced by your class might include such sections as People, Cities, Business and Industry, Agriculture, Civic and Service Organizations, Defense and the Military, Education, Travel, and Entertainment.
 - b. Special sections might also be developed such as Editorials, Letters to the Editor, or a section something like "Periscope" in Newsweek. "Periscope" for your student magazine might provide tips about what is going to happen in the near future gained through research for the lessons in Ohio and the World or by special reports made by students.
2. Have students work in groups on the various sections of the magazine.
 - a. You may want to appoint an editor to help coordinate the various projects.
 - b. Student art work could be used for illustrations or as advertisements for imported products.
 - c. Advertisements from local firms who do business on an international level might be included. Students may want to draw advertisements for local firms.
3. Duplicate or mimeograph the finished product.
 - a. This could be distributed to the administration, faculty,

parents, and to fellow students. Those people in the community who have been involved in various lessons might also like to receive a copy.

- b. The original copy and other materials used in its production could be displayed in a display case in the school hallway or Instructional Materials Center.

D. Suggested Additional Activities

1. Students who are interested in photography may want to produce black and white pictures to be used in the magazine. (Reproduction of photographs can be quite good on ditto or mimeograph stencils when a heat process is used.)
2. You may want to expand the lesson to include skills used in writing editorials. This is especially important in social studies as the parts of an editorial reflect, essentially, those of the problem solving process.

Social Studies

Recognition of the Problem
Hypothesis
Data
Conclusion
Generalizations

Editorial

Subject of the Editorial
Statement of Opinion
Data to Support the Opinion
Summary Sentence of Opinion
Generalizations

3. You may want to expand the lesson to include the seven types of propaganda techniques which are used not only by propagandists but in advertisements as well.

- a. The seven propaganda techniques are:

1. Name Calling
2. Glittering Generality
3. Transfer
4. Testimonial
5. Plain Folks Appeal
6. Card Stacking
7. Band Wagon

- b. Have students tear advertisements from old magazines and classify them as using one of the propaganda techniques.
- c. Have students who are making advertisements for your magazine identify which technique they are using.

XVI. Why are Organizations Involved in International Interactions

A. Objectives

1. Students will infer that institutions are involved in international activities for a wide variety of reasons.
2. Students will develop skills in using primary and secondary sources as means of data collection.
3. Students will develop skills in expression of understanding: oral and/or written.
4. Students will be able to list the various ways American organizations are involved in international affairs and ways foreign organizations are involved in America.

B. Materials

1. Duplicate "Institution Cards" in sufficient quantity. (See Teacher Notes)
2. Duplicate "Reasons for International Activities Cards" in sufficient quantity. (See Teacher Notes)
3. Resource materials for students. Locate materials either in the school's Instructional Materials Center or in the classroom.

C. Procedures

1. Students may work individually or in groups of two or three.
2. Have each individual or group draw one "Institution" card. (Example: Service Organization)
3. Have each individual or group draw two "Reason" cards. (Example: 1) Mankind Identity 2) Make Money)
4. Students are to use the "Reasons Cards" as possible hypotheses in answering the question: Why is this institution (service organization) involved in international activities (1. Mankind Identity, 2. Make Money)?

D. Discussion Question

1. Introduction to the lesson.
 - a. What groups can we think of that are involved with international activities?
 - b. What reasons are there for such involvement by these groups?
 - c. Do some of these reasons apply more to one of these organizations than to the entire group? Explain.

2. Summary Questions

- a. What reasons did you find to explain why various groups are involved in international activities?
- b. Are reasons unique to each group or are there overlapping reasons? Which are unique? Which overlap?
- c. Can you give examples of foreign groups which are involved in the U.S.A.?
- d. What do you think are their reasons for being involved in our country?

E. Suggested Additional Activities

1. Have the students present their reports in role playing situations. Have the class identify each group from the presentation.
2. Extend the lesson by identifying similar foreign groups which are involved in the United States. Allow students time to prepare reports on these groups in ways similar to what has been suggested in this lesson.

F. Teacher Notes

1. It is suggested that the cards be duplicated on different colored paper. The teacher may want to color code the cards if more than one section of the course is taught.
2. Students may want to identify the various ways groups are involved prior to making the cards. Their reasons can be added to the deck of "Reasons for International Activities Cards." Blank cards are provided for that purpose.

Lesson XVI REASONS FOR INTERNATIONAL ACTIVITIES CARDS

MAKE MONEY	ACQUIRE MATERIAL NEEDS	HELP OTHERS
CONTROL FINANCES & RESOURCES	ACQUIRE KNOWLEDGE	CURIOSITY
CULTURAL AND ETHIC TIES	SAVE SOULS	MANKIND IDENTITY (INTEREST IN OTHER PEOPLE AS HUMAN BEINGS)
DISSEMINATE KNOWLEDGE	ACQUIRE STATUS	FAMILY TIES
PERSONAL FRIENDSHIP		

Lesson XVI

INSTITUTION CARDS

CHURCH	MILITARY
BUSINESS	SCHOOLS
SERVICE ORGANIZATION	GOVERNMENT

XVII. Agricultural Exports: The State of Ohio and the United States

A. Objectives

1. Students will develop data gathering skills by using agricultural statistics contained in tables to answer questions about agricultural production in Ohio and the nation.
2. Students will be able to identify Ohio's major agricultural products.
3. Students will be able to rank Ohio's crop production in comparison with that in other states.
4. Students will be able to synthesize information so as to understand that Ohio's agricultural production is a very important component of the world's food production.

B. Materials

1. Tables 1-6 included with this lesson. (See Teacher Notes)
2. Student studyguide included with this lesson.

C. Procedures

1. Explain to the students how to use the Tables as a source of data.
2. Have the students answer the questions on the student studyguide either as individuals or in small groups.
3. After the students have completed the studyguide, have a class discussion using the questions provided with this lesson and others which the teacher and students might raise.

D. Discussion Questions

1. What are the kinds of products which Ohio tends to export?
2. How do you think the products are used in other countries? (See Teacher Notes, Number 2)
3. What parts of the world depend on the United States for feed grains? for soybeans? for wheat and flour? Can you give reasons for this?
4. Considering the amounts of exported grains, the kinds of grains exported and how these products are used, how significant is the role of Ohio in providing agricultural products to the world?
5. If there would be a serious draught in Ohio for several years which would severely limit our grain production, how would it affect Ohio's economy?
6. What effects would such a draught have on the economy of the entire country?
7. What effects would such a draught have on the world's economy?
8. What would the effects of a draught in California have on Ohio's role in agricultural exports?
9. How would a California draught affect the United States' ability to sell agricultural products to the world?
10. What role do the farmers in our part of Ohio play in producing agricultural exports?

E. Teacher Notes

1. These tables can be reproduced as a data packet for each student or group of students.
 - a. Heat sensitive ditto masters can be used in this process.
 - b. The teacher may want to produce transparencies of the tables to be used during class discussion.
2. Data with regard to how various countries use the agricultural products

which Ohio exports may be gained from texts, encyclopedias, or other sources. Students should be able to hypothesize that feed grains exported to Europe are used as feed for the numerous dairy herds in that area.

3. The teacher may wish to reinforce the skills of graph development using the data from the Tables included with this lesson. See Lesson V and Lesson XIV for ideas with regard to such graph development.
4. The teacher wishing to expand student skills in reading graphs, charts, and maps might well consider ordering a school subscription to World Eagle. Published ten times each year, World Eagle contain a wide variety of statistical data in the form of graphs, charts, and maps. Contact:

World Eagle
64 Washburn Avenue
Wellesley, Massachusetts 02181

Ohio's Agricultural Exports

1. In 1978 Ohio ranked among the top ten states in exports of what farm products?

<u>Product</u>	<u>Rank</u>
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

2. How does Ohio rank among the list of the top ten states with regard to export of all commodities?

3. What Ohio farm product ranked first in exports in 1975?

Product _____ Amount _____

What Ohio farm product ranked first in exports in 1978?

Product _____ Amount _____

4. What three categories of Ohio farm products showed consistent growth in report value in the years 1975 through 1978?

a. _____

b. _____

c. _____

5. Which one of the categories of Ohio farm products increased the most in export value between the year 1975 and 1978?

<u>Product</u>	<u>Amount Increased</u>
_____	_____

6. What country imported the largest amounts of Ohio farm products in the years 1975 through 1978?

<u>Country</u>	<u>Total Amount</u>
Feed Grains _____	_____
Soybeans _____	_____
Wheat and Flour _____	_____

7. What was the percentage of increase of the dollar value of the agricultural products which Ohio exported in 1978 in comparison to 1975?

Formula

$$1978 \text{ Value} - 1975 \text{ Value} = \frac{\text{Difference in values}}{1975 \text{ Value}} = \text{Percentage of Increase}$$

Example

$$\frac{846.9}{(1976) \text{ value}} - \frac{784.9}{(1975) \text{ value}} = \frac{62}{784.9} = 7.9 \text{ Percentage Increase Between 1975 and 1976}$$

$$\frac{\text{1978 value}}{\text{1978 value}} - \frac{784.9}{(1975 \text{ value})} = \text{ } = \text{ } \text{Percentage Increase between 1975 and 1978}$$

1979 U.S. IMPORTS AND EXPORTS
(in billions of dollars)

<u>Category</u>	<u>Imports</u>	<u>Exports</u>
Food and Live Animals	\$ 14.5	\$ 18.4
Beverages and Tobacco	2.4	2.3
Crude Materials, Except Fuels--Inedible	10.0	15.5
Mineral Fuels, Lubricants, and Related Materials	44.7	3.8
Oils and Fats--Animal and Vegetable	.5	1.5
Chemicals and Related Products, N.S.P.F.	6.8	12.6
Manufactured Goods Classified Chiefly by Material	29.3	12.4
Machinery and Transport Equipment	50.5	59.2
Miscellaneous Manufactured Articles, N.S.P.F.	20.3	10.2
Commodities and Transactions Not Classified Elsewhere	4.1	5.0

From: Highlights of U.S. Import and Export Trade, Report FT-990 (1979)

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Table 4--Leading States for agricultural export shares, classified by all commodities and leading export commodities, fiscal year 1938

Commodity	United States	Leading 10 States by rank										10 high States	All Others
		1	2	3	4	5	6	7	8	9	10		
		-- Million dollars --											
commodities	27,294.0	Ill.	Iowa	Texas	Calif.	Mo.	Ind.	Kansas	Nebr.	Pa.	Ohio	16,394.9	10,703.1
beans and products	6,610.9	Ill.	Iowa	Mo.	Ind.	Minn.	Ohio	Ark.	Miss.	La.	Tenn.	5,219.2	2,392.7
grains and products	5,943.1	Ill.	Iowa	Nebr.	Ind.	Minn.	Texas	Ohio	Kansas	Mich.	Pa.	5,025.8	937.3
oil and products	6,114.7	Kansas	Pa.	Ohio	Mo.	Texas	Nebr.	Wash.	Minn.	Ohio	Ill.	2,977.3	2,141.4
wool including linters	1,706.9	Texas	Calif.	Miss.	Ark.	La.	Ohio	Ala.	Tenn.	Pa.	27.9	1,654.6	50.3
wool	1,131.8	Ky.	Pa.	S.C.	Cal.	Va.	Tenn.	Fla.	Conn.	N.J.	Mass.	2,117.3	14.5
meats and preparations	476.5	Calif.	Fla.	Wash.	Texas	Ark.	Mich.	Hawaii	Oreg.	N.Y.	Pa.	924.7	51.8
hides	832.4	Ark.	Texas	Calif.	La.	Miss.	Mo.	---	---	---	---	832.4	---
skins and skins	823.4	Wyo.	Texas	Iowa	Minn.	Nebr.	Kansas	S. Dak.	Utah	Ill.	Calo.	448.2	335.4
hides and preparations	687.1	Iowa	Texas	Ill.	Nebr.	Kansas	Mo.	Minn.	Ind.	S. Dak.	Ohio	442.3	145.0
hides and preparations	638.1	Calif.	Idaho	Mich.	Fla.	Wash.	Texas	N.Y.	Calo.	Wyo.	Minn.	554.5	123.4
hides and tallow	563.3	Texas	Iowa	Nebr.	Kansas	Mo.	Calo.	Ohio	S. Dak.	Calif.	Minn.	342.4	220.9
hides and products	532.7	Ark.	Cal.	Ala.	N.C.	Calif.	Miss.	Texas	N.J.	Pa.	Fla.	826.1	106.4
hides and peanut oil	290.4	Cal.	Ala.	N.C.	Texas	Va.	Ohio	Fla.	S.C.	N. Mex.	Miss.	290.4	---
hides and preparations	287.7	Calif.	Cal.	Ala.	Ore.	Texas	N.C.	Ore.	Ohio	Va.	Fla.	287.5	.4
lower seed	224.1	N. Dak.	Minn.	Texas	S. Dak.	---	---	---	---	---	---	224.1	---
hides and oil	203.6	Texas	Calif.	Miss.	Ark.	La.	Ohio	Ala.	Tenn.	S. Mex.	2.5	194.3	4.1
hides and products	146.1	Minn.	Wyo.	Calif.	Iowa	N.Y.	Mich.	Ohio	S. Dak.	Pa.	Ohio	134.9	9.5

XVII. Agricultural Exports

Table 10. U.S. Agricultural Exports: Major Countries of Destination, Value Commodity Group, in Millions of Dollars, Calendar Years 1975-1978.

FEED GRAINS				
Country	1975	1976	1977	1978
Japan	958.2	1022.5	1060.8	1151.6
Netherlands	604.7	538.4	430.4	281.6
USSR	429.3	1080.6	384.7	1053.2
West Germany	553.8	677.3	369.5	227.9
United Kingdom	98.0	173.2	289.0	184.8
Mexico	309.3	84.4	243.2	239.3
Portugal	144.0	157.3	220.5	151.3
Italy	334.3	345.6	202.1	240.9
Spain	407.0	210.1	165.3	166.8
South Korea	65.0	111.1	158.4	210.2
Poland	185.1	251.2	141.7	207.0
Israel	111.0	102.6	110.8	104.7
Greece	106.4	105.0	108.5	103.9
Egypt	68.5	74.1	51.2	86.4
Venezuela	45.1	55.5	37.1	35.8
Canada	83.0	67.7	29.4	22.5
Romania	61.9	25.6	21.0	32.4
Peoples Republic China	0	0	0	111.7
World Total	5238.3	5979.2	4861.8	5852.6

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, PP. 16-25

XVII. Agricultural Exports

Table 11. U.S. Agricultural Exports: Major Countries of Destination, Value Commodity Group, in Millions of Dollars, Calendar Years 1975-78.

SOYBEANS				
Country	1975	1976	1977	1978
Japan	648.0	674.7	937.7	980.7
Netherlands	614.1	732.2	902.0	1133.4
West Germany	290.0	303.0	415.4	380.4
Spain	226.0	253.6	312.3	414.9
Italy	182.5	198.0	225.1	225.0
China (Taiwan)	211.1	148.4	195.4	254.6
United Kingdom	62.0	77.6	138.6	175.5
France	55.6	73.3	131.0	162.0
Israel	68.2	98.2	115.5	98.9
Denmark	63.0	59.6	114.6	96.0
Belgium	59.0	104.7	112.3	129.8
Mexico	6.7	57.2	108.3	178.8
Canada	85.1	86.8	97.3	96.5
Norway	41.6	39.1	64.9	68.0
Peoples Republic of China	.9	.0	14.4	15.3
Poland	31.7	10.8	.0	39.8
World Total	2865.2	3315.4	4393.2	5208.1

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, pp. 16-25.

XVII. Agricultural Exports

Table 12. U.S. Agricultural Exports: Major Countries of Destination, Value Commodity Group, in Millions of Dollars, Calendar Years 1975-78.

WHEAT AND FLOUR				
Country	1975	1976	1977	1978
USSR	666.6	250.0	426.8	355.8
Japan	506.1	522.3	374.5	431.9
South Korea	269.4	259.2	201.7	215.1
Egypt	168.5	215.8	179.5	202.6
Iran	137.6	51.7	132.7	154.6
Venezuela	110.6	101.8	78.3	101.8
Brazil	275.3	224.2	75.1	349.0
Netherlands	129.8	93.6	69.9	119.9
Algeria	185.0	71.6	66.8	85.2
China (Taiwan)	72.2	77.9	63.9	77.6
Bangladesh	124.7	10.6	51.3	59.8
Indonesia	49.7	55.8	50.9	71.2
Peru	108.7	53.6	46.2	53.5
Mexico	13.0	.3	41.3	88.8
Morocco	53.7	86.1	40.4	87.3
Colombia	52.3	47.0	37.3	52.0
Iraq	13.7	18.8	18.9	83.8
Pakistan	143.0	57.1	.3	189.9
World Total	5292.7	4039.8	2882.5	4532.0

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, pp. 16-25.

XVII. Agricultural Exports

Table 13. Value of Export Shares of Agricultural Commodities for Ohio,
in Millions of Dollars, Fiscal Years 1975-1978.

Product	1975	1976	1977	1978
Wheat and Flour	188.6	165.1	103.2	155.5
Feed Grain, total	229.7	282.3	303.2	323.8
Cotton, including linters	--	--	--	--
Soybeans and products	221.7	213.7	349.4	436.6
Peanuts and oil	--	--	--	--
Cottonseed oil	--	--	--	--
Tobacco, unmanufactured	3.7	4.6	5.2	5.6
Fruits and preparations	1.8	2.2	2.1	1.6
Nuts and preparations	--	--	--	--
Vegetables and preparations	1.9	3.7	3.8	2.8
Dairy products	6.4	7.2	8.5	7.3
Meats and products	10.1	17.9	17.0	16.0
Hides and skins	9.6	15.6	19.7	18.7
Poultry products	1.7	3.7	4.1	4.9
Lard and tallow	7.3	8.8	11.1	9.8
Other	58.6	67.7	67.9	73.3
Ohio Total	784.9	846.9	961.9	1055.9
U.S. Total	21,854.3	22,760.4	23,973.9	27,298.9

Source: Foreign Agricultural Trade of the United States, February 1978 and
March/April 1979.

XVIII. How Far Can You Go On A Gallon of Gas?

A. Objectives

1. Students will be able to calculate miles that can be driven in different makes of automobiles in various countries for \$10.00.
2. Students will be able to calculate the cost of traveling from their town to another city in Ohio and return using 1976, 1978, and current gasoline costs.
3. Students will be able to state that Americans generally pay less per gallon of gasoline than do most of the world's people.
4. Students will be able to read charts, graphs, and pictographs in order to interpret data.

B. Materials

1. Highway maps of Ohio available from local petroleum products distributors or from the State of Ohio (See Teacher Notes, Lesson VII).
2. 1980 Gas Mileage Guide available from local automobile sales offices. Information in these pamphlets is based on tests conducted by the Environmental Protection Agency (E.P.A.).
3. Lesson XVIII. Studyguide
4. Graphs and charts included with this lesson.

C. Procedures

1. Have the students select an automobile from the E.P.A. list or the 1980 Gas Mileage Guide that they would like to drive.
 - a. Each student should plan a trip in Ohio leaving from their hometown and returning to it.
 - b. Using the formula - Miles Driven divided by the E.P.A. estimated miles per gallon and multiplied by the costs per gallon - will provide an estimate for the cost of the trip. (See Teacher Notes)
 1. Example: Car: Chevrolet Citation = 24 m.p.g.
Trip: Dayton to Cincinnati = 90 miles and return

Cost of
Gasoline: July, 1978 \$.66

$$\frac{90}{24} = 3.75 \text{ gallons} \times \$.66 = \$2.48$$
2. Have the students select an automobile they would like to drive on a trip in a foreign country.

- a. Tell the students that they each have \$10.00 converted to local currency with which to purchase gasoline in one of the countries shown on the pictograph of the gas pumps.
 - b. Have the students calculate the number of miles they could travel on that amount of money.
 - c. Have the students, using their Ohio road maps, calculate how far they could travel in Ohio if gasoline was the same price in our state as it is in various other nations.
3. Have the students complete Lesson XVIII. Studyguide using the graphs and charts included with this lesson. Use that data in conjunction with a class discussion. Additional questions may be prepared by the teacher.

D. Discussion Questions

1. How do gasoline prices in your hometown and in the U.S. generally compare to other parts of the world?
2. How would your driving habits be affected if you lived in Finland?
3. What is the relationship between gasoline prices and cars that people buy? How would this relationship vary from the U.S., to Japan, to Finland, and to other countries?
4. What is the relationship between gas prices and the amount of gasoline consumed? What conclusions can you draw about U.S. gasoline consumption?
5. What else besides the gasoline prices might affect the kind of cars people buy?
6. Can you create energy policy for the United States? What major components should that policy include?
7. What has the President and Congress done with regard to a comprehensive energy program for the United States?
8. Can you suggest other ways in which citizens of this country might conserve on petroleum consumption?

E. Teacher Notes

1. Current prices for gasoline may be secured by writing to:

American Petroleum Institute
 1801 K. Street, N.W.
 Washington, D.C. 20006
 Telephone: 202-457-7007

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(Data is available as of July 31st of each year.)

2. Oil Petroleum Exporting Nations (OPEC) prices were in such a state of fluctuation at the time this lesson was prepared that accurate data with regard to petroleum prices were simply not available.

Lesson XVIII. Studyguide

Directions: Using the data available with this lesson, you are to answer the following questions.

1. Which of the automobiles would you buy if you wanted to get the most miles per gallon (MPG)? _____
 2. Which of the listed automobiles wouldn't you buy if you wanted the most MPG? _____
 3. Choose your favorite car from all those available. How can you justify your choice in terms of trying to conserve gasoline or diesel fuel? _____

 4. Can you explain why the amount of crude oil imported in this country has continued to rise? (Use the graph "U.S. Crude Oil Imports" and the chart "Estimated Number of Vehicles in Use" to answer this question.) _____

 5. The number of private automobiles in the United States increased by 56% in the years 1955 to 1975. Which country had the largest percentage increase in automobiles in the same period? _____

- How can you explain why that country had such a rapid increase in the number of privately owned automobiles in that period? _____

6. Which country had the smallest increase in the numbers of commercial vehicles available per 1000 population? _____
 7. Does this mean that that nation had the same number of trucks and buses available in 1975 as it did in 1955? Explain: _____

 8. Can you explain why, using the same graph, the world's demand for petroleum rose so rapidly in the period 1955 to 1975? _____

9. What fraction of the petroleum used in the United States was imported?

1970

1975

1979

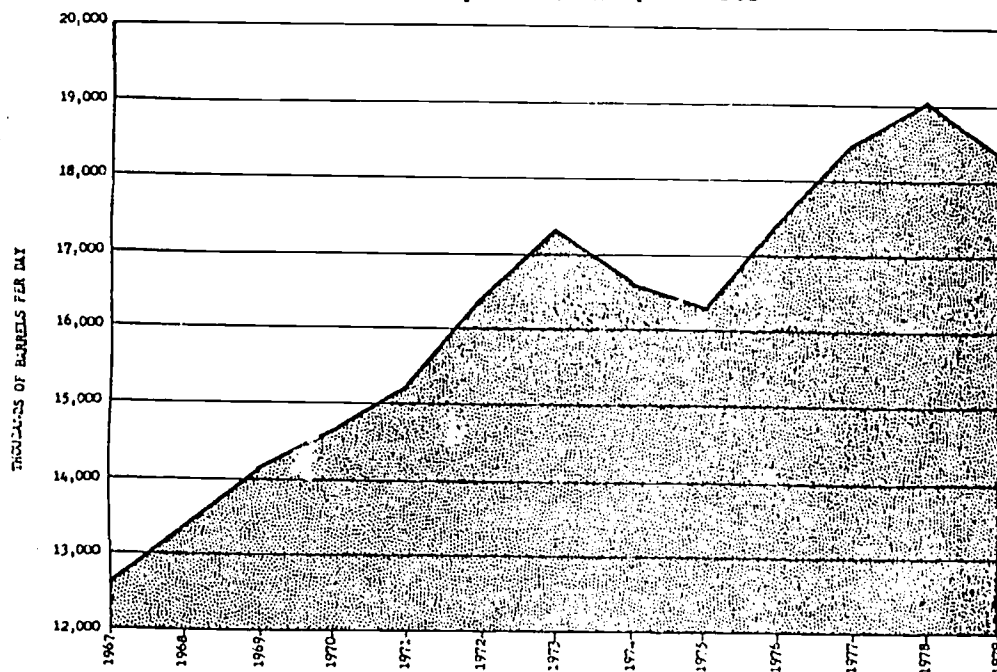
10. Can you explain why the demand for small cars in the U.S. rose rapidly in the years 1971 to 1975? _____

11. What happened to the demand for small automobiles in the years 1975 to 1979?

_____ Explain why this happened. _____

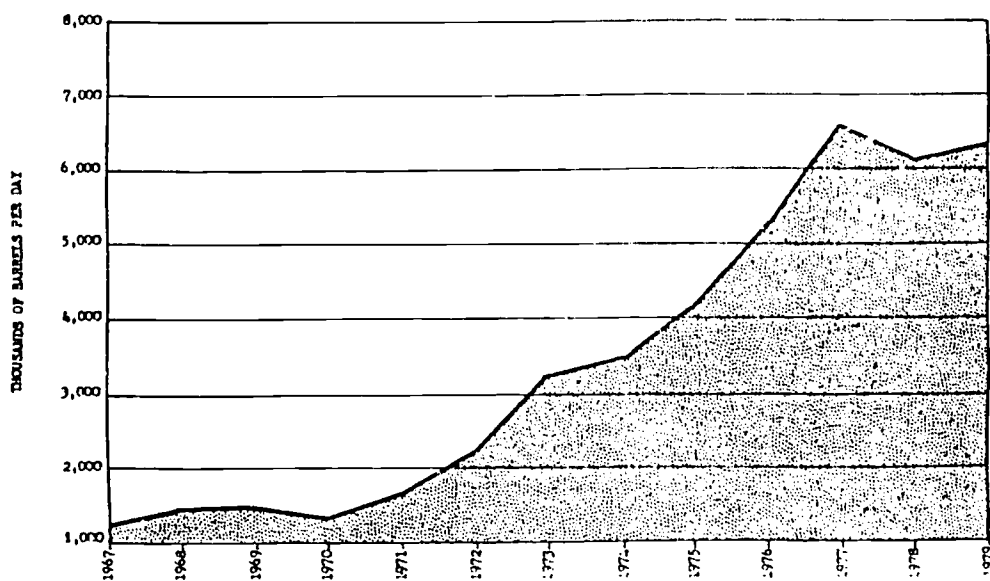
Lesson XVIII.

U.S. demand for petroleum products

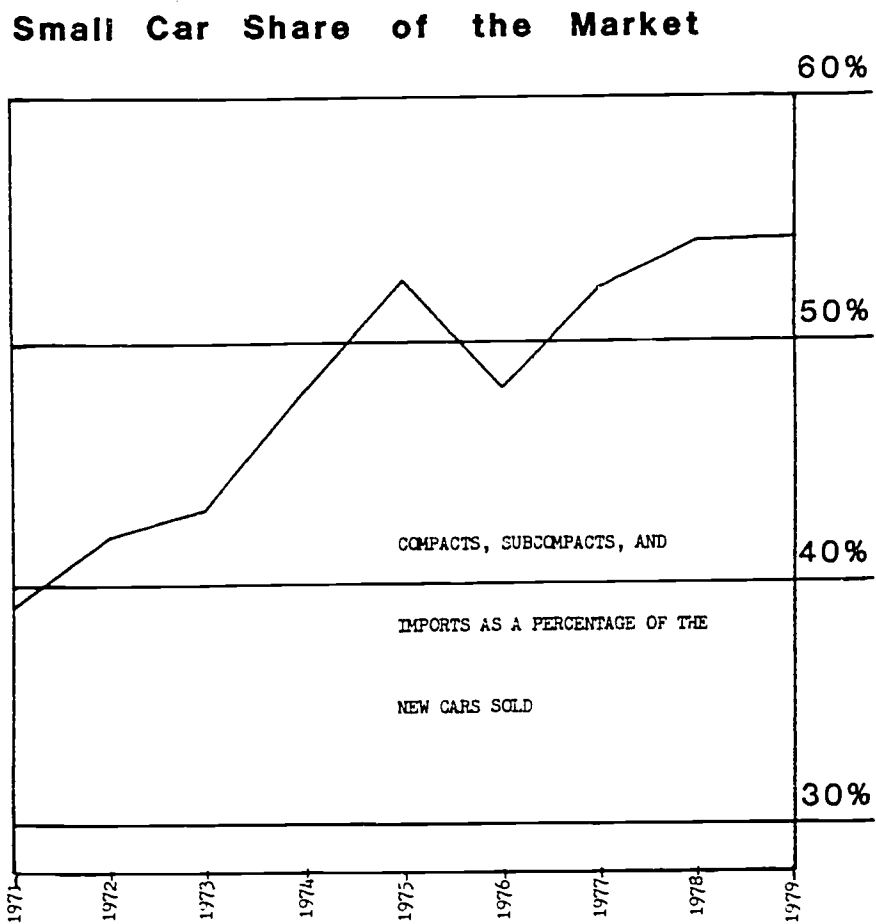


Source: American Petroleum Institute

U.S. crude oil imports



Source: American Petroleum Institute



Lesson XVIII. HOW FAR CAN YOU GO ON A GALLON OF GAS?

1980 ENVIRONMENTAL PROTECTION AGENCY MILEAGE ESTIMATES
FOR AUTOMOBILES SOLD IN THE UNITED STATES

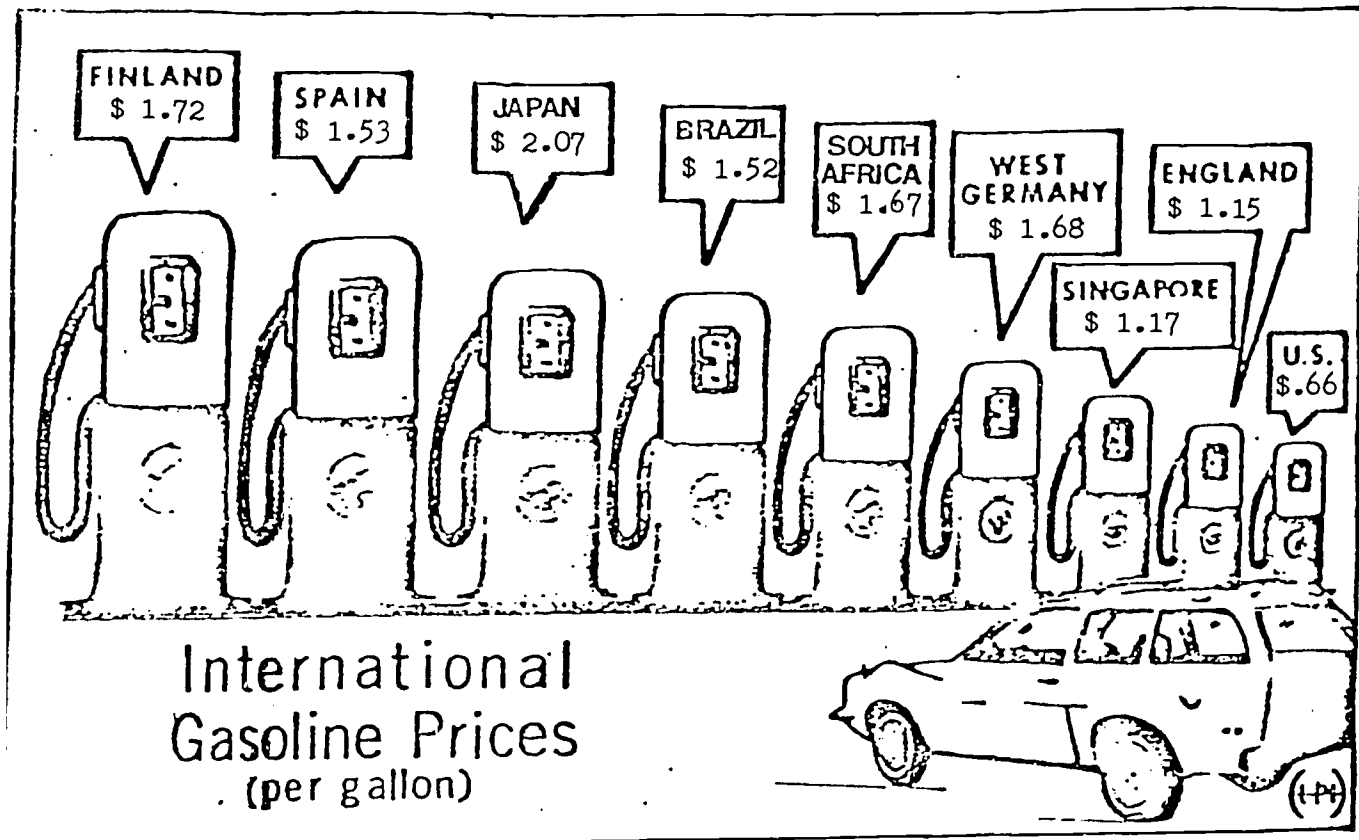
<u>BEST</u>	<u>CLASS</u>	<u>WORST</u>	
MAKE	MPG	MAKE	MPG
<u>TWO-SEATERS</u>			
Fiat X1/9 - 5 speed manual	25 mpg	Chevrolet Corvette - 3 speed	
Fiat Spider - 5 speed manual	22 mpg	automatic	14 mpg
Triumph Spitfire - 4 speed manual	22 mpg	Triumph TR - 5 speed manual	14 mpg
<u>MINI-COMPACTS</u>			
Honda Civic - 5 speed manual	36 mpg	Ford Pinto - 3 speed automatic	22 mpg
Honda Civic - 4 speed manual	35 mpg	Lincoln-Mercury Bobcat -	
Renault Le Car - 4 speed manual	30 mpg	3 speed automatic	22 mpg
		Dodge Celeste - 3 speed automatic	23 mpg
		Plymouth Arrow - 3 speed automatic	23 mpg
<u>SUB-COMPACTS</u>			
Volkswagen Rabbit (diesel) -		Pontiac Firebird (turbo) -	
5 speed manual	42 mpg	3 speed automatic	14 mpg
Volkswagen Rabbit (diesel) -		Pontiac Firebird - 4 speed manual	15 mpg
4 speed manual	40 mpg	Oldsmobile Starfire - 4 speed manual	15 mpg
Dodge Colt - 4 speed manual	37 mpg		
<u>COMPACTS</u>			
Fiat Strada - 5 speed manual	25 mpg	Rolls Royce Camargue - 3 speed	
Buick Skylark - 4 speed manual	24 mpg	automatic	10 mpg
Oldsmobile Omega - 4 speed manual	24 mpg	Rolls Royce/Bentley - 3 speed	
		automatic	10 mpg
		Lincoln/Mercury Versailles -	
		3 speed automatic	15 mpg
<u>MID-SIZE</u>			
Chevrolet Citation - 4 speed manual	24 mpg	Cadillac Seville - 3 speed automatic	14 mpg
Pontiac Phoenix - 4 speed manual	24 mpg	Cadillac Eldorado - 3 speed automatic	14 mpg
Ford Fairmont - 4 speed automatic	23 mpg		
Lincoln/Mercury Zephyr - 4 speed			
manual	23 mpg		
<u>LARGE</u>			
Chevrolet Impala/Caprice - 3 speed		Plymouth Gran Fury - 3 speed	
automatic	18 mpg	automatic	14 mpg
Buick LeSabre - 3 speed automatic	18 mpg	Dodge St. Regis - 3 speed automatic	14 mpg
Oldsmobile Delta 88 - 3 speed		Chrysler Newport/New Yorker -	
automatic	18 mpg	3 speed automatic	14 mpg

110 ESTIMATED NUMBER OF VEHICLES IN USE¹

Selected Countries	Per 1,000 Population					
	Private			Commercial		
	1975	1965	1955	1975	1965	1955
U.S.A.	492	385	314	114	73	64
New Zealand	375	271	170	66	61	53
Canada	363	269	187	87	69	62
Australia	356	255	146	85	77	71
Sweden	334	232	88	20	18	16
France	288	196	69	40	45	30
H. K.	239	170	69	34	33	23
Germany (West)	291	158	36	22	15	22
Kuwait	180	123	NA*	61	46	NA*
Austria	229	109	21	59	41	9
Italy	253	106	18	27	13	8
Netherlands	245	104	25	25	19	11
South Africa	81	63	42	31	16	12
Venezuela	47	44	24	16	19	16
Argentina	78	41	18	34	26	14
Israel	79	30	10	34	16	10
Spain	132	25	5	29	12	3
Japan	151	22	2	90	44	3
Mexico	37	18	10	13	9	8
Braxil	33	14	6	9	12	6
Morocco	17	12	11	7	6	5
Kenya	9	8	4	2	1	4
Poland	31	8	1	12	6	3
Colombia	13	7	6	4	6	5
Philippines	8	5	2	5	3	3
India	1	1	1	1	1	NA*

¹ Oxford Economic Atlas

*Data Not Available



1. Based on a drawing which appeared in The Herald Times, Bloomington, Indiana January 1, 1979.
2. Prices shown here are calculated on prices as of July 31, 1978. Source: U.S. Department of Energy.

XIX. Taking a Trip Abroad

A. Objectives

1. Student will be able to analyze data from charts in order to state that Ohioans have become more closely involved with the world's peoples through travel.
2. Students will be able to list the various steps necessary in planning a foreign trip.
3. Students will be able to list characteristics of a particular nation such as points of interest, population centers, historical spots, products, and societal characteristics.

B. Materials

1. Studyguide XIX.
2. Charts included with this lesson.
3. Magazines and travel folders (See Teacher Notes).
4. Passport Applications (See Teacher Notes).

C. Procedures

1. Give the students Studyguide XIX and the charts included with this lesson.
 - a. When they have completed the studyguide, have a class discussion in which the entire class shares their individual answers.
 - b. The studyguide may be completed as a class project.
2. Ask students to select a country they would like to visit if they had a two-week vacation and the necessary money needed to travel to some other area of the world.
 - a. Have the class make a list of the things they would need to do before they could make such a trip.
 - b. Have the pupils make out a passport application.
 1. The teacher may need to provide explanations and guidance while the pupils fill out their application.
 2. Discuss why the information requested is necessary for the United States Department of State to be able to issue a passport to an individual.
 3. Describe why a passport is needed when traveling to most of the nations of the world.
 4. The teacher may bring his/her passport to class so that the pupils can look it over. Pupils, their parents, or their friends may be willing to allow other pupils to look at the passports which they used when traveling abroad.

- D. Have the pupils plan an imaginary trip to the country they have chosen. This may be done individually or in small groups.
1. The pupils are to find out about the country they plan to visit and prepare a report of their trip. This can be done in one of the following ways:
 - a. Write a diary or journal describing the trip.
 - b. Write an article for a magazine or a newspaper series describing the trip.
 - c. Give an oral presentation to the class describing the trip.
 - d. Using pictures from magazines and travel folders make a scrap-book of the trip.
 2. The presentation should include the following information about your trip:
 - a. How I got there.
 - b. Kind of clothes I needed.
 - c. The money needed in the country I visited.
 - d. Food I ate.
 - e. Description of my favorite city.
 - f. At least 3 historical sites I visited (a description of each).
 - g. Personal reactions to my trip.
 - h. Souvenirs I brought home.
 3. Encourage the students to use their imaginations in describing their trip.
 4. After completing the imaginary trip, invite a local person(s) or student(s) who have traveled outside the U.S. to talk to the class about their experiences.

E. Teacher Notes

1. Passport Applications and up-to-date statistics on the number of passports can be obtained by writing to:
Passport Office
U.S. Department of State
Washington, D.C.
2. Passport Applications (Form DSP-11) are available at the offices of the Clerk of Court in the County Courthouse in each county in Ohio.

E. Teacher Notes (continued)

3. Local travel agents, international airlines, and embassies and/or consulates of various nations may be able to supply pupils with pictures and other travel data about each county chosen.
 - a. The teacher can get the addresses of the embassies by using a telephone directory of Washington, D.C. Local directories are often available in local public or university libraries.
 - b. A list of the nations who maintain consulates in Ohio is included in Lesson VIII.

XIX. Studyguide

Directions: Use the data included from the charts included with this lesson to answer the following questions:

1. Did the total number of passports issued in the U. S. in 1978 increase or decrease from 1977? _____
Were there more or fewer passports issued in Ohio in the same period? _____
How does Ohio's record compare to other states in our area? _____

2. Review the passport data for the years 1920-1978 and answer the following questions:
 - a. Why did the number of passport applications drop drastically between the years 1930 and 1933? _____

 - b. Why did the same thing happen during the first few years of the 1940's? _____

 - c. In general, historically, when have a large number of Americans traveled abroad? _____

 - d. Again, in general, when have Americans not traveled abroad? _____

3. Look carefully at the data with regard to the number of passports issued and renewed in the years from 1920 to 1978.
 - a. Have the number of passports issued and renewed increased or decreased? _____
What percentage of increase or decrease was there in that period? _____
 - b. Can you explain why Ohioans, and Americans in general, have been a part of this trend? _____

4. Which area of the world did Ohioans choose most often as their first area of destination? _____
What was the second most popular area of destination for Ohioans? _____
Which area was the least popular with people in our State? _____

(No. 4 continued)

4. (continued)

List some reasons why you think Ohioans chose to travel to the places shown on the graphs. _____

5. Which areas would you choose to travel to if you were given a choice?

6. What reasons can you give for wanting to travel to that area?

7. How does your choice compare to the favorite choice of other Ohioans as shown on the 1978 data? _____

BEST COPY AVAILABLE

DEPARTMENT OF STATE PASSPORT APPLICATION				(PASSPORT OFFICE USE ONLY)		
TO BE COMPLETED BY ALL APPLICANTS				R D O DP Endorsement _____		
(First name) (Middle name) (Last name)						
I, _____ a citizen of the United States, do hereby apply to the Department of State for a passport.						
MAIL PASSPORT TO: IN CARE OF (If applicable): _____ STREET _____ CITY _____ STATE _____ ZIP CODE _____ PHONE NO. Area Code: _____ Home: _____ Business: _____						
SEX (M-F)	BIRTHPLACE (City, State or Province, Country)		BIRTH DATE Month Day Year			
DEPARTURE DATE	HEIGHT ____ Ft. ____ In.	COLOR OF HAIR	COLOR OF EYES			
PERMANENT RESIDENCE (Street address, City, State, ZIP Code)			SOCIAL SECURITY NO. (Not mandatory)			
				APPLICANT'S EVIDENCE OF CITIZENSHIP		
				<input type="checkbox"/> Birth Certificate SR CR City <input type="checkbox"/> Certificate of Naturalization or Citizenship <input type="checkbox"/> Passport Bearer's Name: _____ No.: _____ Filed/issued: _____ Place: _____ <input type="checkbox"/> Seen & Returned		
		IN THE EVENT OF ACCIDENT OR DEATH NOTIFY (Not mandatory) (Do not give name of person who will accompany you when traveling) Name in full: _____ Relationship: _____ Address: _____ Phone No.: _____				
		FATHER'S NAME		BIRTHPLACE	BIRTH DATE	U.S. CITIZEN <input type="checkbox"/> Yes <input type="checkbox"/> No
		MOTHER'S MAIDEN NAME		BIRTHPLACE	BIRTH DATE	U.S. CITIZEN <input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> I WAS LAST MARRIED ON _____ TO (Wife's/Husband's full legal/maiden name - complete whether married, widowed or divorced) <input type="checkbox"/> I WAS NEVER MARRIED				
FOR DETAILED PHOTOGRAPH REQUIREMENTS, SEE ATTACHED INFORMATION SHEET. ACCEPTANCE AGENT WILL STAPLE PHOTO OF BEARER HERE.		HAVE YOU OR ANYONE INCLUDED IN SECTION B OF THIS APPLICATION BEEN ISSUED OR INCLUDED IN A U.S. PASSPORT? <input type="checkbox"/> Yes <input type="checkbox"/> No IF YES, SUBMIT PASSPORT. IF UNABLE TO SUBMIT MOST RECENT PASSPORT, STATE ITS DISPOSITION: _____ No.: _____ Issue Date: _____				
		COMPLETE IF CHILDREN OR BROTHERS AND SISTERS UNDER AGE 13, AND/OR WIFE/HUSBAND, ARE TO BE INCLUDED AND SUBMIT PHOTO		(PASSPORT OFFICE USE ONLY)		
		WIFE'S/HUSBAND'S FULL LEGAL NAME		<input type="checkbox"/> Seen & Returned		
		BIRTHPLACE (City, State or Province, Country)	BIRTH DATE (Mo., Day, Yr.)			
ACCEPTANCE AGENT WILL STAPLE PHOTO OF INCLUSION(S) HERE. AGENT SHALL NOT IMPRESS SEAL ON ANY PHOTOGRAPHS. PHOTO REQUIREMENTS FOR PERSON(S) TO BE INCLUDED See detailed photograph requirements on the attached information sheet. Photo must be ONLY of person(s) to be included (other than passport bearer). When more than one person is to be included, a group photo of the inclusions is required.		CHILD(REN)'S NAME(S) IN FULL	BIRTHPLACE(S) (City, State or Country)	BIRTH DATE(S) (Mo., Day, Yr.)	CHILD(REN)'S EVIDENCE	
		<input type="checkbox"/> Seen & Returned				
I have not (and no other person included in this application has), since acquiring United States citizenship, performed any of the acts listed in section I on the reverse of this application form (unless explanatory statement is attached). I solemnly swear (or affirm) that the statements made on all of the pages of this application are true and the photograph(s) attached is (are) a likeness of me and of those persons to be included in the passport.						
(SEAL)						
(To be signed at same time by husband/wife to be included in passport)			(To be signed by Applicant in presence of person administering oath)			
Subscribed and sworn to (affirmed) before me this _____ day of _____ 19 _____.						
Clerk of the _____, Postal Employee/Passport Agent at _____ (Signature of person authorized to accept application)						
(PASSPORT OFFICE USE ONLY)						
120						
FE _____ EXEC. _____ POST. _____						

BEST COPY AVAILABLE

TO BE COMPLETED BY ALL APPLICANTS			
OCCUPATION		VISIBLE DISTINGUISHING MARKS	
		COUNTY OF RESIDENCE (Not mandatory)	
APPLICANT MUST COMPLETE FOLLOWING IF MARRIED, WIDOWED OR DIVORCED			
WIFE'S/HUSBAND'S BIRTH DATE	WIFE'S/HUSBAND'S BIRTH DATE	U.S. CITIZEN <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> MARRIAGE NOT TERMINATED <input type="checkbox"/> MARRIAGE TERMINATED BY <input type="checkbox"/> DEATH <input type="checkbox"/> DIVORCE ON (Date)
WOMEN MUST COMPLETE FOLLOWING IF CHILDREN OF A PREVIOUS MARRIAGE ARE INCLUDED OR IF PREVIOUSLY MARRIED BEFORE MARCH 3, 1931			
I WAS PREVIOUSLY MARRIED ON (Date)		WHO WAS BORN AT (City, State, Country)	
ON (Date of birth)	<input type="checkbox"/> FORMER HUSBAND WAS U.S. CITIZEN <input type="checkbox"/> FORMER HUSBAND WAS NOT U.S. CITIZEN		PREVIOUS MARRIAGE TERMINATED BY <input type="checkbox"/> DEATH <input type="checkbox"/> DIVORCE ON (Date)
PERSON INCLUDED IN SECTION B WAS NOT BORN IN THE UNITED STATES AND CLAIMS CITIZENSHIP THROUGH PARENT(S)			
ENTERED THE U.S. (Month Year) <input type="checkbox"/> Applicant <input type="checkbox"/> Wife <input type="checkbox"/> Husband <input type="checkbox"/> Child	IF FATHER NATURALIZED: Date Certificate No. Before (Name of Court) Place (City, State)		IF KNOWN, FATHER'S RESIDENCE/ PHYSICAL PRESENCE IN U.S. From (Year) To (Year)
RESIDENCE CONTINUOUS PRESENCE IN U.S. From (Year) To (Year) <input type="checkbox"/> Applicant <input type="checkbox"/> Wife <input type="checkbox"/> Husband <input type="checkbox"/> Child	IF MOTHER NATURALIZED: Date Certificate No. Before (Name of Court) Place (City, State)		IF KNOWN, MOTHER'S RESIDENCE/ PHYSICAL PRESENCE IN U.S. From (Year) To (Year)
PROPOSED TRAVEL PLANS (For statistical reporting purposes—Not Mandatory)			
PURPOSE OF TRIP	MEANS OF TRANSPORTATION Ship Air Other Departure <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Return <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		COUNTRIES TO BE VISITED
PROPOSED LENGTH OF STAY	DO YOU EXPECT TO TAKE ANOTHER TRIP ABROAD? <input type="checkbox"/> Yes <input type="checkbox"/> No IF SO, WITHIN <input type="checkbox"/> 1 Year <input type="checkbox"/> 2 Years <input type="checkbox"/> 5 Years		
NO. OF PREVIOUS TRIPS ABROAD WITHIN LAST 12 MONTHS			
PRIVACY ACT STATEMENT			
<p>The information solicited on this form is authorized by, but not limited to, those statutes codified in Titles 8, 18, and 22, United States Code, and all predecessor statutes whether or not codified, and all regulations issued pursuant to Executive Order 11295 of August 5, 1966. The primary purpose for soliciting the information is to establish citizenship, identity and entitlement to issuance of a United States Passport or related facility, and to properly administer and enforce the laws pertaining thereto.</p> <p>The information is made available as a routine use on a need-to-know basis to personnel of the Department of State and other government agencies having statutory or other lawful authority to maintain such information in the performance of their official duties; pursuant to a subpoena or court order; and, as set forth in Part 6a, Title 22, Code of Federal Regulations (See Federal Register Volume 40, pages 45755, 45756, 47419 and 47420).</p> <p>Failure to provide the information requested on this form may result in the denial of a United States Passport, related document or service to the individual seeking such passport, document or service.</p> <p>NOTE: The disclosure of your Social Security Number or of the identity and location of a person to be notified in the event of death or accident is entirely voluntary. However, failure to provide this information may prevent the Department of State from providing you with timely assistance or protection in the event you should encounter an emergency situation while outside the United States.</p>			
ACTS OR CONDITIONS			
<p>(If any of the below-mentioned acts or conditions have been performed by or apply to the applicant, or to any other person to be included in the passport, the portion which applies should be struck out, and a supplementary explanatory statement under oath (or affirmation) by the person to whom the portion is applicable should be attached and made a part of this application.)</p> <p>I have not (and no other person included in this application has), since acquiring United States citizenship, been naturalized as a citizen of a foreign state; taken an oath or made an affirmation or other formal declaration of allegiance to a foreign state; entered or served in the armed forces of a foreign state; accepted or performed the duties of any office, post, or employment under the government of a foreign state or political subdivision thereof; made a formal renunciation of nationality either in the United States or before a diplomatic or consular officer of the United States in a foreign state; ever sought or claimed the benefits of the nationality of any foreign state; or been convicted by a court or court martial of competent jurisdiction of committing any act of treason against, or attempting by force to overthrow, or bearing arms against, the United States, or conspiring to overthrow, put down or to destroy by force, the Government of the United States.</p> <p>WARNING: False statements made knowingly and willfully in passport applications or in affidavits or other supporting documents submitted therewith are punishable by fine and/or imprisonment under the provisions of 18 USC 1001 and/or 18 USC 1542. Alteration or mutilation of a passport issued pursuant to this application is punishable by fine and/or imprisonment under the provisions of 18 USC 1543. The use of a passport in violation of the restrictions contained therein or of the passport regulations is punishable by fine and/or imprisonment under 18 USC 1544. All statements and documents submitted are subject to verification.</p>			
(FOR USE OF APPLICATION ACCEPTANCE AGENT ONLY)			
APPLICANT'S IDENTIFYING DOCUMENT(S)		IDENTIFYING DOCUMENT(S) OF WIFE/HUSBAND TO BE INCLUDED IN PASSPORT	
<input type="checkbox"/> Certificate of Naturalization or Citizenship <input type="checkbox"/> Passport <input type="checkbox"/> Driver's License Other (Specify):	No.: Issue Date: Place of Issue: Issued In Name of:	<input type="checkbox"/> Certificate of Naturalization or Citizenship <input type="checkbox"/> Passport <input type="checkbox"/> Driver's License Other (Specify):	No.: Issue Date: Place of Issue: Issued In Name of:

INFORMATION FOR PASSPORT APPLICANTS

A. WHO MAY BE ISSUED A PASSPORT

A passport may be issued only to citizens or nationals of the United States.

B. WHERE TO APPLY

1. This application must be personally presented to and executed by (a) a passport agent; (b) a clerk of any Federal court or State court of record, or a judge or clerk of any probate court, accepting applications; or (c) a postal employee designated by the postmaster at a post office which has been selected to accept passport applications (postal employees have been designated only in certain areas).

2. Passport Agencies are located in the following cities: Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle, and Washington, D.C.

3. *Under certain circumstances*, a person who is the bearer of a passport issued within eight years prior to the date of a new application and who can submit that passport with his new application, may apply for a subsequent passport by mail. A person who may be eligible to apply for a passport by mail may obtain Form DSP-82, Application for Passport by Mail, from travel agents, and the offices listed in Section B-1. Before completing the form, the applicant should carefully read the instructions on the reverse side to determine that he meets all of the requirements for obtaining a passport by mail.

C. WHO MAY BE INCLUDED

A wife or husband who is to be included in the passport must appear in person with the applicant and also sign the application. Unmarried children under the age of 13 years who are to be included in a passport application are not required to appear in person. An unmarried person who has attained the age of 13 years must obtain a passport in his/her own name. (NOTE: A person included in the passport of another may not use the passport for travel unless accompanied by the bearer.)

D. VALIDITY OF THE PASSPORT - NUMBER OF PAGES REQUIRED

Unless specifically limited by the Secretary of State to a shorter period of validity, passports are valid for 5 years from the date of issue. If you obtain a passport and thereafter require additional visa pages before your passport expires, you can obtain them from any Agency listed in Section B-2, above. *Be sure to order either a 48-page or 96-page passport at the time of application if you are planning to travel abroad extensively.*

E. PROOF OF UNITED STATES CITIZENSHIP IS REQUIRED OF APPLICANTS

1. *Applicants Who Were Issued or Included in Passports Previously.* A passport issued previously to an applicant or one in which he was included, shall be accepted as proof of United States citizenship. The applicant shall submit the passport with the application. If the passport cannot be submitted, other evidence of citizenship should accompany the application to avoid delay in issuance of the passport. The previous passport or citizenship documents will be returned with the newly issued passport.

2. *Applicants Who Are Applying for Their First Passport.*

a. *Citizenship by Birth in the United States.* A person born in the United States shall present his birth certificate. To be acceptable the certificate must show the birth record was filed shortly after birth and must be certified with the registrar's signature and the raised, impressed or multi-colored seal of his office. Uncertified copies of birth certificates are not acceptable. A delayed birth certificate (a record filed more than one year after the date of birth) is acceptable provided

that it shows that the report of birth was supported by acceptable secondary evidence of birth as described below.

If such primary evidence is not obtainable, a notice from the registrar shall be submitted stating that no birth record exists. The notice shall be accompanied by the best obtainable secondary evidence such as a baptismal certificate, a certificate of circumcision, a hospital birth record, affidavits of persons having personal knowledge of the facts of the birth or other documentary evidence such as early census, school, or family bible records, newspaper files and insurance papers. A personal knowledge affidavit should be further supported by at least one public record reflecting birth in the United States. Secondary evidence should be created as close to the time of birth as possible.

All documents submitted as evidence of United States citizenship by birth shall include the given name and surname, the place and date of birth of the applicant and bear the seal of the office, if this is customary, and signature of the person before whom such documents were executed or by whom they were issued. Evidence, except affidavits and altered or mutilated documents, will be returned by the Passport Office to the applicant unless the case may require further investigation.

b. *Citizenship by Naturalization.* A person who claims United States citizenship by naturalization shall submit his certificate of naturalization with his application.

c. *Citizenship Through Parent(s).* If United States citizenship was acquired through naturalization of a parent or parents, or by birth abroad to United States citizen parent(s), the certificate of citizenship issued by the Immigration and Naturalization Service shall be submitted with the application. If such a certificate is not available, submit the following documents:

(1) *When Citizenship Was Acquired Through Naturalization of Parent or Parents.* Parent(s) certificate(s) of naturalization, applicant's foreign birth certificate and evidence of admission to the United States for permanent residence shall be submitted with the application. If citizenship was acquired through the naturalization of a sole parent, the other having been an alien, also submit the divorce decree showing naturalized parent has custody, or the death certificate of the alien parent, when appropriate.

(2) *When Citizenship Was Acquired Through Birth Abroad to United States Citizen Parent or Parents.* A Consular Report of Birth (Form FS-240) or Certification of Birth (Form DS-1350 or Form FS-545) issued by the Department of State shall be submitted with the application. If neither of these is available, the foreign birth certificate, parents' marriage certificate, evidence of the United States citizenship of parent(s) and an affidavit from parent(s) showing the periods and places of residence or physical presence in the United States and abroad (specifying precise periods in U.S. Armed Forces, in other U.S. Government employment, with qualifying international organization, or as a dependent of such person) before birth of applicant shall be submitted.

d. *Requirements for Women Married Before September 22, 1922, or Married to Aliens Ineligible to Citizenship Before March 3, 1931.* Evidence requirements for persons in these categories should be discussed with the person executing the application.

F. PHOTOGRAPHS

1. *Number and Recency of Photographs Required.* Two identical photographs of the passport bearer plus two identical photographs of any inclusions which have been taken within 6 months of the date of the application and which portray a good likeness of and satisfactorily identify the applicant and included persons shall be presented with the application. Photographs should be taken in normal street attire, without a hat. Dark glasses are not acceptable unless required for medical

reasons. Only applicants who are in the active service of the Armed Forces and who are proceeding abroad in the discharge of their duties may submit photographs in the uniform of the Armed Forces of the United States.

2. *Photographs of the Passport Bearer.* Individual photographs of the passport bearer are required at all times. No joint photographs of the bearer and included person(s) will be acceptable.

a. *Size.* Photographs shall be 2 x 2 inches in size. The image size measured from the bottom of the chin to the top of the head (including hair) shall be not less than 1 inch nor more than 1 3/8 inches.

b. *Signature.* Photographs must be signed both on the front left-hand side without marring the features and in the center on the reverse of the photograph. The signature on the photographs must agree with the signature of the application.

3. *Photographs of Inclusions.* When a wife/husband and/or children are to be included in the passport, two additional photographs shall be submitted showing only the inclusion(s). When more than one person is to be included, a group photograph of the inclusions is required.

a. *Size.* Photographs shall be 2 x 2 inches in size. When one person is to be included, the image size measured from the bottom of the chin to the top of the head (including hair) shall be not less than 1 inch nor more than 1 3/8 inches. When more than one person is to be included, the images should be of sufficient size for identification purposes.

b. *Signature.* Photographs of inclusions must be signed by the passport applicant (bearer) on the reverse of the photograph.

4. *Photographs May Be in Color or in Black and White.* Passport photographs are acceptable in black and white or in color. Photographs retouched to a point where the applicant's appearance is changed are unacceptable. However, those retouched merely to eliminate shadows and lines are acceptable.

5. *Quality of Photographs.* The Passport Office welcomes photographs which depict the applicant as relaxed and smiling. Photographs shall be clear, front view, full face and shall be printed on thin, non-glossy paper with a light, plain background. Prints shall be capable of withstanding a mounting temperature of up to 225 degrees Fahrenheit (107 degrees Celsius) for 30 seconds. Most vending machine prints will not withstand the mounting temperature and therefore are not acceptable. Also, magazine or full length photographs are not acceptable.

G. IDENTIFICATION

The applicant and husband/wife to be included in the passport must establish their identity to the satisfaction of the person executing the application. This may be done in one of the following ways:

1. *Personal Knowledge of Identity.* If the applicant is personally known to the person executing the application, no further identification is required.

2. *Documents to Prove Identity.* The following items are acceptable if they contain the signature AND either a physical description or a photograph of the applicant:

- Previous United States passport;
- A certificate of naturalization or of derivative citizenship;
- Driver's license (not temporary or learner's license);
- A governmental (Federal, State, municipal) identification card or pass.

As a general rule, the following documents are not acceptable as evidence of identity:

- Social Security Card;
- Learner's or temporary driver's permit;
- Credit cards of any type;
- Membership card in local social organizations, clubs, etc.;
- Any temporary identity card or document;
- Any document which has been altered or changed in any manner.

3. *Witness in Lieu of Documents.* If the applicant is not able to establish his identity by personal knowledge or by one

of the above items, he shall be accompanied by an identifying witness who has known him for at least 2 years and who is a United States citizen or a permanent resident alien of the United States. The identifying witness shall sign an affidavit in the presence of the same person who executes the passport application. The affidavit shall show that the witness resides at a specific address; that he knows or has reason to believe that the passport applicant is a citizen of the United States; the basis of his knowledge concerning the applicant; and that the information set forth in the affidavit is true to the best of his knowledge and belief. The witness shall be required to establish his own identity to the satisfaction of the person executing the application by one of the above means.

H. PASSPORT FEES

1. Amount of Fees

a. *Execution Fee.* A fee of \$2 shall be paid to the person executing the application. The execution fee is not collected by Federal officials when the application is for a No-Fee type passport.

b. *Passport Fee.* The fee for a passport is \$10. No fee is charged persons who apply for No-Fee passports and who submit appropriate No-Fee authorizations from the government or military organization sponsoring their travel.

Passport fees and No-Fee authorizations shall accompany this application. No other fee except special postage should be paid.

2. *Form of Fee.* The following forms of remittance are acceptable:

- Bank draft or cashier's check;
- Check - certified, personal, travelers;
- Money order - United States Postal, International, currency exchange, bank.

When applying at a Passport Agency, Federal court or authorized Post Office, the \$10 passport fee and the \$3 execution fee should be included in one remittance made payable to the Passport Office. When applying at a State court, the \$10 passport fee should be made payable to the Passport Office and the \$3 execution fee paid by whatever means the State court requires. Coin or currency should not be submitted unless application is made at one of the Passport Agencies shown in Section B-1.

I. HOW TO AMEND A PASSPORT

A passport may not be amended to exclude the bearer. It may be amended at the request of the bearer to show a married name, to correct the personal data (except to change the photograph(s)), to include a wife or husband, to include any children or brothers and sisters under the age of 13 years, or to exclude a person previously included. Form DSP-19, Application for Amendment of Passport, must be personally presented to and executed by an authorized person noted in Section B-1 when a passport is to be amended to include an individual. A wife/husband to be included must also appear in person with the passport bearer and sign the application. A person may be included in and excluded from a passport once only. Form DSP-19 should also be used to request amendments other than inclusions, but need not be personally presented to or executed by an authorized person noted in Section B-1. Forms DSP-19 are available from the offices noted in Section B-1.

J. IMMUNIZATION INFORMATION

Under the International Health Regulations adopted by the World Health Organization, a country, under certain conditions, may require International Certificates of Vaccination against smallpox, yellow fever, and cholera from international travelers. For return to the United States only an International Certificate of Vaccination against smallpox will be required if, within the preceding 14 days, a traveler has been in a country reporting smallpox. Certain immunizations and preventive measures are advisable for travelers to some countries. Specific information may be obtained from your local health department, physician, or private or public agency that advises international travelers.

Table No. 1
Passport Recipients
According to Sex and Age Groups

<u>Age Groups</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Under 5.....	46,340	45,800	92,140
5 - 9.....	45,400	42,350	87,750
10 - 14.....	55,230	57,800	113,030
15 - 19.....	98,800	149,660	248,460
20 - 24.....	118,070	163,840	281,910
25 - 29.....	138,120	159,650	297,770
30 - 34.....	148,560	135,340	283,900
35 - 39.....	133,420	117,940	251,360
40 - 44.....	122,460	103,510	225,970
45 - 49.....	127,250	118,200	245,450
50 - 54.....	137,830	141,340	279,170
55 - 59.....	127,920	138,290	266,210
60 - 64.....	100,050	109,670	209,720
65 - 69.....	75,050	92,160	167,210
70 - 74.....	47,090	60,360	107,450
75 - over.....	<u>33,610</u>	<u>43,361</u>	<u>76,971</u>
Total.....	1,555,200	1,679,271	3,234,471

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No.1,
U.S. Department of State.

Table No. 2
Passport Recipients by Occupation (NON-GOVERNMENT) and Proposed Length of Stay

	<u>TOTAL</u>	<u>UP TO 1 MO.</u>	<u>1 - 2 MOS.</u>	<u>2 - 6 MOS.</u>	<u>6 - 12 MOS.</u>	<u>1 - 2 YRS.</u>	<u>2 - 4 YRS.</u>	<u>4 YRS. or MORE</u>	<u>NOT STATED</u>
Port ts	3,234,471	979,020	1,429,530	66,680	23,650	14,220	103,130	14,160	604,081
PATION	2,899,580	944,450	1,253,020	60,110	21,200	12,320	76,130	11,100	521,250
Business									
tion.....	925,640	279,800	482,420	9,710	3,970	2,090	5,650	500	141,500
.....	596,660	151,970	266,570	24,560	9,570	5,390	34,630	5,970	98,000
.....	543,390	143,740	281,710	6,190	1,980	1,470	23,850	2,610	81,840
Technical									
Worker....	417,260	185,470	112,510	8,910	2,890	1,870	5,050	1,120	99,440
.....	173,670	73,830	47,990	5,030	850	230	170	20	45,550
.....	94,830	43,110	27,510	2,570	900	580	1,570	250	18,340
etary.....	78,480	40,980	17,060	1,130	300	320	1,130	200	17,360
tion and									
.....	22,450	7,050	6,660	170	150	80	150	20	8,170
.....	18,290	6,970	3,800	450	190	110	3,680	410	2,680
ent.....	14,330	5,220	3,210	870	190	70	150	-	4,620
.....	11,810	5,190	2,750	340	120	100	80	-	3,230
Worker....	1,950	750	630	130	30	10	20	-	380
.....	820	370	200	50	60	-	-	-	140

Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

Table No. 3
Object of Travel (NON-GOVERNMENT) by
Passport Recipients of the Ten High Volume States

TOTAL	PERSONAL REASONS	PLEASURE	BUSINESS	EDUCATION	RELIGIOUS	SCIENTIFIC	HEALTH	TOTAL
	1,567,880	821,070	163,770	75,440	11,090	1,460	980	2,641,690
NORTHEASTERN	508,450	258,040	43,270	21,070	1,320	240	380	832,770
New York.....	227,630	115,190	19,110	8,360	460	70	240	371,060
New Jersey.....	86,500	37,930	6,720	2,470	200	20	60	133,900
Pennsylvania.....	76,480	31,240	6,120	3,770	320	50	30	118,010
Massachusetts....	59,290	38,860	4,970	3,050	150	70	20	106,410
Other 1/.....	58,550	34,820	6,350	3,420	190	30	30	103,390
NORTH CENTRAL	282,870	189,910	32,490	21,870	2,380	210	50	529,780
Illinois.....	72,630	50,270	8,190	4,250	430	20	10	135,800
Michigan.....	48,630	27,090	4,000	2,520	350	70	10	82,670
Ohio.....	48,960	27,570	5,640	3,070	320	40	-	85,600
Other 2/.....	112,650	84,980	14,660	12,030	1,280	80	30	225,710
PACIFIC	340,250	163,210	35,030	13,310	2,000	430	380	554,610
California.....	276,670	123,220	27,550	9,540	1,150	330	270	438,730
Other 3/.....	63,580	39,990	7,480	3,770	850	100	110	115,880
SOUTH ATLANTIC	208,120	114,720	24,010	9,500	1,290	300	90	358,030
Florida.....	84,720	47,090	8,390	2,410	350	80	50	143,090
Other 4/.....	123,400	67,630	15,620	7,090	940	220	40	214,940
SOUTH CENTRAL	161,400	61,810	21,120	5,810	1,260	150	20	251,570
Texas.....	83,010	29,180	11,270	2,320	510	60	10	126,360
Other 5/.....	78,390	32,630	9,850	3,490	750	90	10	125,210
MOUNTAIN 6/	65,680	32,560	7,680	3,820	2,830	130	60	112,760
OTHER 7/	1,110	820	170	60	10	-	-	2,170

1/ Includes Conn., R.I., N.H., Maine, and Vt.

2/ Includes Ind., Wis., Mo., Minn., Kans., Iowa, Nebr., N.Dak. and S.Dak.

3/ Includes Wash., Hawaii, Oreg., and Alaska.

4/ Includes Va., Md., Ga., D.C., N.C., S.C., Del., and W. Va.

5/ Includes La., Tenn., Okla., Ala., Ky., Miss., and Ark.

6/ Includes Colo., Utah, Ariz., Idaho, Nev., Mont., N.Mex., and Wyo.

7/ Includes domestically issued passports to U.S. Citizens
and Nationals residing outside the United States.

Table No. 6
Passport Recipients by First Area Destination and State of Residence

	TOTAL	EUROPE	MID EAST	FAR EAST	NORTH, CENT. & SOUTH AMERICA	AFRICA	AUSTRALIA & OCEANIA	WORLD TOUR
TOTAL PASSPORTS RECIPIENTS	3,234,471	2,535,381	145,870	170,010	263,240	24,020	95,670	280
NORTHEAST	968,451	813,631	44,300	29,490	64,980	6,380	9,620	50
New York.....	400,411	322,741	24,500	13,490	32,680	3,130	3,860	10
New Jersey.....	165,170	142,170	6,370	4,240	9,850	840	1,690	10
Pennsylvania.....	146,500	124,790	6,030	4,840	7,810	1,010	1,940	30
Massachusetts.....	123,970	107,940	4,010	3,620	6,630	740	980	-
Connecticut.....	77,730	67,510	2,380	2,000	4,880	310	650	-
Rhode Island.....	17,730	15,860	320	370	970	60	150	-
New Hampshire.....	15,960	14,180	280	550	690	100	160	-
Maine.....	13,230	11,620	240	200	960	90	100	-
Vermont.....	7,800	6,820	170	180	490	50	90	-
NORTH CENTRAL	645,400	524,720	26,050	27,400	46,330	5,250	15,560	90
Illinois.....	159,670	129,210	6,570	7,500	11,390	1,320	3,660	20
Ohio.....	106,570	87,050	4,580	4,120	7,310	1,020	2,490	-
Michigan.....	86,040	68,970	4,010	3,810	5,860	920	2,430	40
Minnesota.....	64,320	52,900	2,600	2,450	4,800	420	1,350	-
Wisconsin.....	56,530	46,320	1,450	1,720	3,780	230	1,010	20
Indiana.....	45,340	36,650	1,520	1,920	3,860	420	990	-
Missouri.....	42,640	34,070	1,960	2,130	3,270	170	1,030	10
Iowa.....	30,480	24,950	1,090	1,290	2,040	230	880	-
Kansas.....	26,560	21,560	1,220	1,090	1,920	200	570	-
Nebraska.....	16,410	13,130	690	850	1,060	120	560	-
South Dakota.....	7,110	5,680	240	290	520	70	310	-
North Dakota.....	5,730	4,230	320	230	560	130	280	-
PACIFIC	680,700	471,090	26,440	68,160	62,180	4,760	47,980	90
California.....	531,610	373,540	21,590	47,870	51,130	3,370	34,040	70
Washington.....	73,330	53,030	2,730	6,290	6,080	600	4,590	10
Oregon.....	40,100	28,190	1,650	3,170	3,570	500	3,020	-
Hawaii.....	28,280	11,280	330	9,980	1,030	200	5,460	-
Alaska.....	7,380	5,050	140	850	370	90	870	10
SOUTH ATLANTIC	461,730	356,140	25,180	20,740	49,140	3,920	8,570	40
Florida.....	179,620	133,310	9,560	6,200	26,490	950	3,100	10
Virginia.....	75,260	58,430	3,530	4,150	6,410	810	1,900	10
Maryland.....	68,060	53,360	3,910	3,270	5,420	740	1,360	-
North Carolina.....	41,140	32,860	2,530	2,140	2,870	160	560	20
Georgia.....	40,880	31,850	2,400	2,080	3,580	230	740	-
South Carolina.....	22,680	18,970	1,110	1,050	1,090	170	250	-
District of Columbia.....	15,890	10,810	1,000	980	2,100	690	310	-
West Virginia.....	9,290	7,230	560	530	670	80	220	-
Delaware.....	8,910	7,300	540	340	510	90	130	-

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1,
U.S. Department of State.

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Table No. 6 Contd.
Passport Recipients by First Area Destination and State of Residence

	TOTAL	EUROPE	MID EAST	FAR EAST	NORTH, CENT. & SOUTH AMERICA	AFRICA	AUSTRALIA & OCEANIA	WORLD TOUR
SOUTH CENTRAL	323,190	257,760	16,870	14,020	25,680	2,510	6,350	-
Texas.....	159,920	128,310	8,100	6,640	12,210	1,380	1,280	-
Louisiana.....	37,620	29,660	1,540	1,520	3,940	350	610	-
Tennessee.....	27,310	21,180	1,770	1,190	2,360	300	510	-
Oklahoma.....	26,950	21,920	1,690	1,260	1,420	190	470	-
Alabama.....	25,250	19,750	1,590	1,120	2,200	150	440	-
Kentucky.....	19,090	16,110	820	910	1,490	60	300	-
Mississippi.....	13,510	10,690	650	640	1,190	40	300	-
Arkansas.....	12,940	10,140	710	740	870	40	440	-
MOUNTAIN	150,530	111,360	6,720	9,790	14,170	1,180	7,300	10
Colorado.....	44,990	34,130	1,590	2,270	4,860	350	1,590	-
Arizona.....	38,870	29,630	2,330	1,910	2,950	240	1,800	10
Utah.....	19,920	13,890	800	2,070	2,070	160	930	-
New Mexico.....	13,180	9,710	730	850	1,250	100	540	-
Idaho.....	9,950	6,640	440	770	900	140	1,060	-
Nevada.....	9,640	6,980	360	840	890	70	500	-
Montana.....	9,220	6,670	310	820	800	50	570	-
Wyoming.....	4,760	3,510	160	260	450	70	310	-
OTHER 1/	4,470	2,680	310	410	760	20	290	-

1/ Includes domestically issued passports to U.S. Citizens and Nationals residing outside the United States.

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1,
U.S. Department of State.

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Table 5

DOMESTIC PASSPORTS ISSUED AND RENEWED: CALENDAR YEARS 1920-1977

60,488	1930---203,174	1940-- 26,253	1950---299,665	1960-- 853,087	1970---2,219,159
37,685	1931---163,404	1941-- 49,757	1951---290,407	1961-- 857,961	1971---2,398,968
37,551	1932---153,218	1942--129,985 <u>1/</u>	1952---395,337	1962-- 906,900	1972---2,728,021
25,656	1933---106,991	1943--137,876 <u>1/</u>	1953---418,870	1963-1,055,504	1973---2,729,104
46,378	1934---111,673	1944--141,107 <u>1/</u>	1954---452,049	1964-1,133,228	1974---2,415,003
72,209	1935---118,101	1945--155,153 <u>1/</u>	1955---528,009	1965-1,330,290	1975---2,334,359
76,033	1936---141,996	1946--188,935 <u>1/</u>	1956---559,066	1966-1,547,725	1976---2,816,683
82,425	1937---168,016	1947--202,424	1957---585,994	1967-1,685,512	1977---3,107,122
89,308	1938---134,737	1948--230,435	1958---676,898	1968-1,748,416	1978---3,234,471
96,930	1939--- 89,850	1949--268,863	1959---732,038	1969-1,820,192	

Includes passports issued to American seamen.

Annual totals from 1920 and estimates through calendar year 1977 are included in the following table. Legislation effective August 26, 1968 eliminated passport renewals. Figures for 1969 through 1977 are based on passports only.

Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

XX.. U.S. Television Programs Seen Around the World

A. Objectives

1. Students will recognize the fact that the American television industry is multicultural and multinational in its scope.
2. Students will be able to locate nations on the world map which televise American programs.
3. Students will be able to list accuracies and inaccuracies about American life which are presented in the content of television programs exported to other nations.

B. Materials

1. "Television Schedules from Other Nations" which is included in this lesson. (See Teacher Notes)

C. Procedures

1. Divide the class into groups of four or five pupils.
2. Give each group a copy of the Discussion Questions provided below and have them prepare answers to be shared with the entire class.
3. Conduct a class discussion with the entire group in which each group reports on its answers to the Discussion Questions.

D. Discussion Questions

1. There are various types of programs on American television such as situation comedies, documentaries, police detective, westerns, etc. Develop a complete list of types of television shows and list some of the names of programs under each category.
2. What are the trends in current program production?
3. Television programs depict such things about life in the United States as life style, family life, the role of men and women, values of individuals and groups, the economical structure of the nation, etc. What kind of impressions of the United States would peoples of other nations get from watching these programs? How accurate would these impressions be?
4. List three things which are shown about American life in television programs that could be misunderstood by people in other countries who watch the programs.
5. List three television programs you would like to see exported because they give an accurate picture of life in the United States.
6. What do the programs you chose in answering question 5 show about life in your community?

E. Suggested Additional Activities

1. The teacher may want to expand on the ideas suggested in the third discussion question. Have the students watch selected programs and note the characteristics of American life which are shown. One group may want to watch sit-coms, another police shows, and so on, or individuals may choose particular shows to evaluate.

F. Teacher Notes

1. Television schedules from other countries may be obtained by contacting consulates maintained in Ohio by various nations. See Lesson VIII for the names and addresses of consulates in Ohio.

Lesson XX. Television Schedules from Various Countries

CANADA (Toronto, Channel 6)

6:00 Global News
7:00 Family Feud
7:30 Bob Newhart
8:00 Charlie's Angels
9:00 Cage Women
10:00 All in the Family
10:30 Merv Griffith
11:00 Global News

United Kingdom (BBC-2)

7:15 News
7:25 Newsweek: The White House Marathon
8:00 It's Patently Obvious (Game Show)
8:30 Public School (Documentary)
9:00 M*A*S*H
9:25 Man Alive: Short, Sharp, Shock
10:15 Richard Stilgoe
10:40 Athol Fugard: "A Lesson from Aloe"
11:40 News and Weather

South Africa

6:00 News
6:12 Pop Shop (Popular Songs)
6:27 Sportsvision
6:59 Midweek (People, places & events in the news)
7:30 Sha-na-na
Dick Clark stars
8:00 News
8:25 Weather Report
8:35 Michel Strogoff (Series)
9:25 Kayaking in the Himalayas (German made documentary)
10:15 Sacha Distel Sings
10:35 Epilogue

Japan

6:00 Bad News Bears
6:30 News
7:00 Japanese Nursery Tales Series
8:00 TV Movie: "Tetsudo Koankan"
8:54 Local News (English Language)
9:00 TV Movie: "Akoroshi"
10:00 Drama: Matsuri gaOwattatoki
11:00 News Final
Foreign TV Movie:
"Peyton Place" (English Language)

Norway

6:00 Kids Television
"Trolls" (Polish Film)
6:15 "Apes in Africa"
(Japanese Documentary)
6:40 Skiing Instruction
6:45 "We Want to Make the World Happier"
(Concert by Up With People)
7:30 News and Weather
7:45 "Crocodile Club"
(West German Film)
8:30 Fishing as an Occupation
8:45 "Lapps and Their Stone Carvings"
9:15 Sports
9:45 Paul Taylor and the American Ballet Ensemble
10:45 News

Germany

19:00 Today
19:50 Foreign Journal
(Political Events of the World)
20:15 Without Chicken and Without Egg
(Political Satire)
21:00 German Journal
21:20 Sporting Events
22:30 Aspects
(Cultural Magazine)
23:00 American Film
1969 "The Ballad of Cable Hogue"

Luxembourg

18:05 Serial: "The Strong Coffin"
18:10 Travel Tips
18:35 Serial: "The Strong Coffin"
18:40 System D (Self-Help Advice)
19:00 News
19:29 Serial: "The Strong Coffin"
19:30 "The Liar" (Play)
19:45 Between Dogs and Cats
19:55 Today In Brief
20:00 "When Life Stops"
(Documentary about the German Baader-Meinhoff terrorists' attack on the German Embassy in Stockholm in 1975)
21:00 American Film "The Blue Max"
(Starring George Peppard, James Mason, and Ursula Andres)

Lesson XX. Television Schedules from Various Countries

<u>USA (CBS)</u>		<u>Sweden</u>	
6:00	Local News	6:00	News and Weather
6:30	Walter Cronkite--World News	6:05	Religion
7:00	Local News	6:10	Sports
7:30	Jokers Wild	6:30	Children's Theater
8:00	All in the Family	7:00	News for Children
8:30	One Day at a Time	7:30	The Muppet Show
9:00	Alice	8:00	Little House on the Prairie
9:30	Stockard Channing	8:50	Water Fowl Hunting
11:00	Moses/Lawgiver	9:00	News and Weather
11:00	Local News	9:15	Television Film Series
11:30	CBS Late Movie		"Mac Millen and Wife"
			Lee Remick and Rock Hudson
<u>Italy</u>		<u>France</u>	
6:00	Movie Library (Middle and Far East)	6:30	The Children's Show "Colors for Youth"
6:30	Contemporary Cultural Events Television News--Features	6:50	Free Tribune
7:00	Cartoons	7:10	Evening Three
7:20	Smith Family Father's Day with Henry Honda (Series)	7:20	Regional News
7:45	Weather Report for Tomorrow	7:40	Local News
8:00	National News	7:55	History of France (Animation)
8:40	TV Movie--Made for TV (Italian)	8:00	Games at 8:00 p.m.
9:55	News Documentary	8:30	"Tarzan Finds a Son" With Johnny Weismuller and Maureen O'Sullivan
<u>Switzerland</u>			
6:10	Television Mailbag		
6:35	Tonight		
6:40	System D (Self-Help Advice)		
7:00	An Hour out of the Day		
7:30	TV Newspaper		
8:00	"The Liar" (Play)		
8:20	"Such As It Is" (Documentary)		
9:10	"The Life of Ligabue" (Television Film)		
11:10	Television News		
11:20	Sports: Ice Hockey		

XXI. Your State and National Defense

A. Objective

1. Students will develop skills of using data appearing in statistical table form to answer questions which require them to make comparisons.
2. Students will be able to list companies with plants in Ohio who do more than \$100,000,000 worth of business with the United States Department of Defense.
3. Students will be able to locate military bases and installations on a map of Ohio.
4. Students will be able to generalize that the Department of Defense has a large input on Ohio's economy either directly through payrolls or indirectly through contracts with Ohio companies.

B. Materials

1. Map of Ohio (See Lesson XVIII).
2. Table I "Defense Contract Awards and Industries".
3. Table II "The Military - Industrial Complex" (See Teacher Notes).
4. Ohio Industrial Directory (See Teacher Notes).

C. Procedures

1. Using the materials for this lesson, have a class discussion using the following questions as a basis for investigation.
 - a. What was the amount of Department of Defense contracts in your state for 1975? 1976? 1977? Do these amounts represent an increase or decrease over the years 1973 and 1974?
 - b. Choose two states bordering Ohio. What was the amount of defense spending in those states in 1977? How do those amounts compare to spending in your state?
 - c. In 1977 what state had the largest amount for defense contracts?
 - d. In 1977 what state had the smallest amount for defense contracts?
 - e. What would the impact be if your state lost these defense contracts?
 - f. From the table of the top 100 companies doing business with the defense departments, which ones do you recognize as one which makes products familiar to you? What do they make that you or your family use?
 - g. How many of these companies are located in your state? Indicate their location on a map. Contact these companies and ask for information about the kinds of products they supply to the military. (See Teacher Notes)

- h. After doing the necessary research, locate various military installations on a map of Ohio. Local military recruiters may help you. Find out how many people, both military and civilian, live and work at these installations.
 - i. Based on your collected information, what roles does the military play in the economy of your state? How might cuts in the military budget affect your state? Your community? What affect does the military have on the social or cultural life in your state? your community?
2. An alternative approach to the use of this data might involve the students, in groups of two or three, answering various questions through group research and reporting to the class as a whole.

D. Teacher Notes

1. To update Table I, locate the most recent edition of the U.S. Statistical Abstract. Copies of this publication are available in public and university libraries.
2. Data contained in Table II can be updated by writing to:
Public Correspondence Branch
Office of the Assistant Secretary of Defense (Public Affairs)
The Pentagon, Washington, D.C. 20301

(The writer suggests that the teacher wishing to get this data directly from the Department of Defense, enclose photocopies of the tables with the letter.)
3. The Ohio Industrial Directory is published yearly by:
Harris Publishing Company, State Directory Division
33140 Aurora Road
Cleveland, Ohio 44139
This large book is published in cooperation with the Ohio Department of Economic and Community Development. It is generally available in large public and university libraries. It contains the complete listing of all companies in Ohio. Price \$49.50 (1978)
4. The teacher may want to contact companies with Department of Defense contracts in advance of teaching this lesson in order to have the data on hand with regard to the kinds of products they supply to the military. Some such information may be classified and, thus, not available to teachers and their students.

Table 1

Defense Contract Awards and Industries

No. 597. DEFENSE CONTRACT AWARDS AND PAYROLLS—STATES: 1975 TO 1977

(In millions of dollars. For years ending June 30 except, beginning 1977, ending Sept. 30. Contracts refer to awards made in year specified; expenditures relating to awards may extend over several years. Payroll estimates cover active duty military and direct hire civilian personnel, including Army Corps of Engineers)

STATE	CONTRACT AWARDS ¹			PAYROLL			STATE	CONTRACT AWARDS ¹			PAYROLL		
	1975	1976	1977	1975	1976	1977		1975	1976	1977	1975	1976	1977
Total	43,355	44,679	52,752	26,626	27,550	28,669	Mo.	1,361	2,295	2,361	503	559	645
Ala.	417	418	421	530	565	609	Mont.	1-5	23	174	81	84	96
Alaska	132	145	123	294	300	296	Nebr.	49	44	80	182	192	218
Ariz.	668	614	540	388	404	434	Nev.	45	19	28	115	128	138
Ark.	48	77	71	154	171	163	N.H.	189	147	153	151	165	170
Calif.	7,608	8,949	10,078	3,922	4,109	4,197	N.J.	991	975	1,217	516	565	662
Colo.	294	311	379	642	683	729	N. Mex.	93	125	160	281	293	325
Conn.	2,349	1,913	1,974	91	101	107	N.Y.	3,744	3,304	4,300	478	497	523
Del.	50	37	51	80	85	87	N.C.	399	347	374	1,050	1,083	1,131
D.C.	329	412	696	615	601	605	N. Dak.	176	155	44	156	161	165
Fla.	1,030	972	1,061	1,051	1,118	1,142	Ohio	1,014	921	1,164	631	654	686
Ga.	630	477	518	930	1,000	1,157	Okla.	215	255	293	631	663	740
Hawaii	298	363	224	695	712	638	Oreg.	50	52	78	51	56	58
Idaho	10	17	16	69	76	83	Pa.	1,067	1,252	1,654	627	815	883
Ill.	494	474	560	640	658	751	R.I.	73	94	125	136	141	143
Ind.	812	785	835	293	278	297	S.C.	204	157	175	714	772	814
Iowa	175	230	261	24	27	30	S. Dak.	19	14	13	80	86	94
Kans.	604	307	363	358	363	359	Tenn.	359	342	710	201	210	211
Ky.	167	188	221	626	642	671	Tex.	2,024	2,065	2,778	2,351	2,436	2,237
La.	477	303	391	414	360	350	Utah	141	145	227	37	349	405
Maine	55	294	323	92	87	89	Vt.	123	129	119	8	9	12
Md.	802	962	1,092	1,123	1,137	1,139	Va.	1,207	1,608	2,038	2,316	2,261	2,376
Mass.	1,770	1,958	2,395	278	283	294	Wash.	1,637	1,269	1,738	751	806	812
Mich.	766	965	1,244	273	283	304	W. Va.	74	85	92	22	23	31
Minn.	437	691	656	66	69	76	Wis.	237	251	416	48	49	57
Miss.	973	935	493	314	224	352	Wyo.	29	21	19	53	58	61
							Undist. ²	6,036	5,730	7,212	(NA)	7	-

- Represents zero. NA Not available. ¹ Military awards for supplies, services, and construction. Net value of contracts of over \$10,000 for work in each State and D.C. (see also "Undistributed"). Figures reflect impact of prime contracting on State distribution of defense work. Often the State in which a prime contractor is located is not the State in which the subcontracted work is done. See also headnote, table 395. ² Result of cancelled Anti-Ballistic Missile site construction. ³ Includes contracts of less than \$10,000; all contracts awarded for work in U.S. possessions, Puerto Rico, Trust Territories of the Pacific, and other areas subject to complete sovereignty of U.S.; contracts in a classified location; and any intragovernmental contracts entered into overseas.

Source: U.S. Dept. of Defense, Office of the Secretary, *Prime Contract Awards by State*, annual.

Defense Contract Awards and Industries

No. 527. DEFENSE CONTRACT AWARDS AND PAYROLLS—STATES: 1973 TO 1975

(In millions of dollars. For years ending June 30. Contracts refer to awards made in year specified; expenditures relating to awards may extend over several years. Payroll estimates cover active duty military and direct hire civilian personnel, including Army Corps of Engineers. Minus sign (-) results from cancelled ABM (Anti-Ballistic Missile) site construction)

STATE	CONTRACT AWARDS ¹			PAYROLL			STATE	CONTRACT AWARDS ¹			PAYROLL		
	1973	1974	1975	1973	1974	1975		1973	1974	1975	1973	1974	1975
Total	34,741	37,760	43,355	22,592	24,859	26,670	Mo.	1,194	1,373	1,361	467	453	603
Ala.	294	330	417	476	505	530	Mont.	18	-85	-5	74	78	81
Alaska	127	115	132	265	281	294	Nebr.	89	34	49	167	171	181
Ariz.	390	479	668	336	361	388	Nev.	15	17	45	102	108	115
Ark.	62	44	48	124	146	154	N.H.	157	100	189	125	133	151
Calif.	6,216	6,917	7,608	3,596	3,618	3,922	N.J.	1,043	968	991	569	534	516
Colo.	238	239	294	589	615	642	N. Mex.	104	103	93	260	268	281
Conn.	1,006	2,642	2,340	74	78	91	N.Y.	3,476	2,785	3,744	464	472	478
Del.	66	42	50	70	72	80	N.C.	353	350	399	822	925	1,050
D.C.	521	395	529	485	765	615	N. Dak.	63	92	176	142	152	156
Fla.	782	790	1,039	914	972	1,081	Ohio	952	994	1,014	664	693	631
Ga.	438	377	630	843	856	930	Okla.	147	170	215	586	616	631
Hawaii	156	184	298	576	624	695	Oreg.	42	66	89	82	61	51
Idaho	10	6	10	62	66	60	Pa.	1,241	1,307	1,067	784	767	827
Ill.	476	456	494	588	592	640	R.I.	66	98	73	203	151	136
Ind.	641	746	812	246	274	293	S.C.	132	132	204	609	643	714
Iowa	153	158	175	23	22	24	S. Dak.	-21	14	19	71	76	80
Kans.	323	296	604	309	328	358	Tenn.	424	329	359	163	160	201
Ky.	104	116	167	497	555	626	Tex.	2,232	1,914	2,024	2,131	2,213	2,331
La.	208	277	477	308	342	414	Utah	157	193	141	378	331	337
Maine	48	128	55	74	78	82	Vt.	36	58	123	8	8	8
Md.	685	743	802	950	966	1,123	Va.	783	963	1,207	1,624	1,968	2,316
Mass.	1,589	1,781	1,770	362	290	276	Wash.	1,081	837	1,637	540	676	751
Mich.	494	925	766	249	296	278	W. Va.	87	37	74	28	26	22
Minn.	377	408	427	65	62	66	Wis.	299	291	237	48	48	48
Miss.	398	900	973	286	299	314	Wyo.	118	37	29	46	81	53
							Undist. ²	4,678	5,120	6,036	50	(NA)	(NA)

NA Not available. ¹ Military awards for supplies, services, and construction. Net value of contracts of \$10,000 or more for work in each State and the District of Columbia (see also "Undistributed"). Figures reflect impact of prime contracting on State distribution of defense work. Often the State in which a prime contractor is located is not the State in which the subcontracted work is done. See also headnote, table 423. ² Includes contracts of less than \$10,000; all contracts awarded for work in U.S. possessions, Commonwealth of Puerto Rico, Trust Territories of the Pacific, and other areas subject to complete sovereignty of U.S.; contracts in a classified location; and any intragovernmental contracts entered into overseas.

Source: U.S. Dept. of Defense, Office of the Secretary, *Prime Contract Awards by State*, annual and unpublished data.

Table II. "The Military-Industrial Complex"

INDEX OF 100 COMPANIES WHICH WITH THEIR SUBSIDIARIES RECEIVED THE
LARGEST DOLLAR VOLUME OF MILITARY PRIME CONTRACT AWARDS IN FISCAL YEAR 1978

RANK	PARENT COMPANY	RANK	PARENT COMPANY
66.	AEROSPACE CORP.(N)	37.	INTERNATIONAL TELEPHONE & TEL CORP.
56.	AGIP SPA	60.	JOHNS HOPKINS UNIVERSITY (N)
32.	AMERADA HESS CORP.	28.	L T V CORP.
39.	AMERICAN MOTORS CORP.	77.	LEAR SIEGLER, INC.
21.	AMERICAN TELEPHONE & TELEGRAPH CO.	6.	LITTON INDUSTRIES, INC.
89.	ATLANTIC RICHFIELD CO.	4.	LOCKHEED CORP.
64.	AVCO CORP.	91.	LORAL CORP.
78.	BEECH AIRCRAFT CORP.	19.	MARTIN MARIETTA CORP.
40.	BENDIX CORP.	90.	MASON & HANGER SILAS MASON CO.
86.	BETHLEHEM STEEL CORP.	69.	MASSACHUSETTS INSTITUTE OF TECHNOLOGY
7.	BOEING CO.	2.	MCDONNELL DOUGLAS CORP.
42.	BRITISH PETROLEUM CO. LTD.	93.	MITRE (THE) CORP. (N)
96.	BURROUGHS CORP.	48.	MOBIL CORP.
61.	CHAMBERLAIN MFG. CORP.	65.	MOTOROLA, INC.
81.	CHARLES STARK DRAPER LABS., INC.	99.	NATOMAS CO.
13.	CHRYSLER CORP.	84.	NORRIS INDUSTRIES
53.	COASTAL CORP. 1/	57.	NORTH AMERICAN PHILIPS CORP.
88.	COMPUTER SCIENCES CORP.	15.	NORTHROP CORP.
34.	CONGOLEUM CORP.	50.	OGDEN CORP.
71.	CONTROL DATA CORP.	79.	PACIFIC RESOURCES, INC.
98.	CUBIC CORP.	73.	PAN AMERICAN WORLD AIRWAYS, INC.
97.	DAY & ZIMMERMAN, INC.	45.	PETROLEOS MEXICANOS
82.	DUPONT E I DE NEMOURS & CO.	16.	R C A CORP.
58.	E SYSTEMS, INC.	9.	RAYTHEON CO.
72.	EASTMAN KODAK CO.	49.	RET SER ENGINEERING CO.
68.	EMERSON ELECTRIC CO.	23.	REYNOLDS R.J. INDUSTRIES, INC.
43.	ENGELHARD MINERALS & CHEMICALS CORP.	94.	RICH, MARC & CO.
33.	EXXON CORP.	11.	ROCKWELL INTERNATIONAL CORP.
30.	F M C CORP.	47.	ROYAL DUTCH SHELL GROUP
20.	FAIRCHILD INDUSTRIES, INC.	67.	SANDERS ASSOCIATES, INC.
26.	FORD MOTOR CO.	52.	SIGNAL COMPANIES INC. (THE)
63.	GENERAL CABLE CORP.	35.	SINGER CO.
1.	GENERAL DYNAMICS CORP.	14.	SPERRY RAND CORP.
5.	GENERAL ELECTRIC CO	38.	STANDARD OIL CO. OF CALIFORNIA
24.	GENERAL MOTORS CORP.	76.	STANDARD OIL OF INDIANA
46.	GENERAL TELEPHONE & ELECTRONICS CORP.	62.	SUN CO., INC.
41.	GENERAL TIRE & RUBBER CO.	83.	SVERDRUP & PARCEL & ASSOCIATES, INC.
51.	GOODYEAR TIRE & RUBBER CO.	31.	T R W, INC.
55.	GOULD, INC.	36.	TELEDYNE, INC.
10.	GRUMMAN CORP.	25.	TENNECO, INC.
59.	GUAM OIL & REFINING CO., INC.	22.	TEXAS INSTRUMENTS, INC.
87.	GULF OIL CORP.	12.	TEXTRON, INC.
74.	HARRIS CORP.	70.	THIOL CORP.
44.	HARSCO CORP.	29.	TODD SHIPYARDS CORP.
54.	HERCULES, INC.	85.	TRANSAMERICA CORP.
92.	HEWLETT PACKARD CO.	90.	U.S. & SOUTH AMERICAN ENTERPRISES
17.	HONEYWELL, INC.	100.	UNITED INDUSTRIAL CORP.
8.	HUGHES AIRCRAFT CO.	3.	UNITED TECHNOLOGIES CORP.
27.	INTERNATIONAL BUSINESS MACHINES CO.	75.	VINNELL CORP.
95.	INTERNATIONAL HARVESTER CO.	18.	WESTINGHOUSE ELECTRIC CORP.

1/ Formerly, Coastal States Gas Corporation.

XXII. A Multinational Corporation and the World Market

A. Objectives

1. Students will be able to name some of the products that are produced by one multinational corporation - PepsiCo.
2. Students will be able to state that multinational corporations generally produce goods for a wide variety of markets.

B. Materials

1. List of Products: "What Do These Products Have in Common?"
2. Reading: "PepsiCo, Incorporated."

C. Procedures

1. Give the students "What Do These Products Have in Common?", and have them write a short paragraph as an answer to this question.
2. Have some of the students share their paragraphs with their classmates.
3. Develop a class hypothesis as the answer to the question. Give the students the article describing PepsiCo.
4. Class discussion.

D. Discussion Questions

1. How does PepsiCo affect your life?
2. How many of you drink Pepsi? Mountain Dew? Teem?
3. How many of you have eaten Sabritas? Doritos? Fritos?
4. How does PepsiCo affect American eating habits?
5. Since PepsiCo is a multinational corporation, do you think that it can affect eating habits in other parts of the world?
6. Could the eating of "junk foods" affect the nourishment of the world's peoples?
7. How many of you have Wilson Sporting Goods?
8. Could the sale of Wilson sporting goods affect recreation in other nations?
9. Could the availability of their goods affect the calibre of competition in athletic events between the United States and other nations?

Lesson XXII. List of Products

"WHAT DO THESE PRODUCTS HAVE IN COMMON?"

PEPSI

FRITOS

SABRITAS (Mexican Snack Food)

WILSON T3000 (Tennis Racquet)

NORTH AMERICAN VAN LINES

TEEM

RUFFLES POTATO CHIPS

UNIFORMS FOR THE MAJORITY OF THE MAJOR LEAGUE BASEBALL TEAMS

DORITOS TACO FLAVOR CHIPS

WILSON BASEBALL GLOVES

MIRINDA ORANGE DRINK

MODULAR BUILDING UNITS (Ones used at Alaskan Pipeline Construction Sites)

WILSON OFFICIAL NBA OR NFL GAME BALLS

PIZZA HUT

LEE WAY MOTOR FREIGHT, INC.

Lesson XXII. Reading: "PepsiCo, Incorporated"

What all of the items listed have in common is that they are all owned and produced by PepsiCo, Inc. which owns Pepsi, Frito-Lay, Wilson Sporting Goods, North American Van Lines, Lee Way Motor Freight, Inc., and PepsiCo Building systems. PepsiCo also has distribution rights to Stolichnaya, the only Russian-made vodka sold in America. Pepsi-Cola is also the only American soft drink sold in the Soviet Union.

PepsiCo's beverage products are available to some 3 billion people in 140 countries and territories outside the U.S. It's sporting goods are sold in 129 countries. It's transportation services extend virtually around the world. Sabritas is the leading snack line in Mexico, and PepsiCo Foods International is rapidly developing food operations in Spain, Venezuela, and Brazil. Sales of Pepsi-Cola and companion products outside the U.S. grew by 293 per cent in years between 1965 and 1975. Combined sales of PepsiCo's domestic and foreign food operations have increased dramatically. Sales rose from \$242.8 million in 1966, to \$806.7 million in 1975, to \$2,455.1 in 1977.

PepsiCo's sales and revenues have grown from just under \$600 million in 1965, to well over \$2 billion in 1975, to over \$3.5 billion in 1977. PepsiCo has 50,000 shareholders in the U.S. and 85 other countries, and employs more than 76,000 people.

PepsiCo Sales Breakdown by Group

Group	1977 Sales in Millions of U.S. Dollars	% of PepsiCo Sales
Beverages	1,406.8	40
Food Products	1,048.3	30
Transportation	444.3	12
Food Services	396.2	11
Sporting Goods	<u>250.1</u>	<u>7</u>
Total	3,545.7	100

XXIII. Foreign Born in Our State

A. Objectives

1. Students will be able to answer factual questions about immigration using the tables provided with this lesson.
2. By analyzing the data students will be able to state that immigrants to the United States have come primarily from Europe until the last decade when immigration from Asia and other nations of the Americas dominated immigration statistics.
3. Students will be able to identify Germany, Italy, and Poland as the nations from which the largest numbers of foreign born citizens have immigrated to Ohio.
4. Students will be able to identify ethnic communities within Ohio which have grown-up as a result of immigration patterns, including such examples as Polish Americans in Cleveland, Italian Americans in Youngstown, and German Americans in Cincinnati.

B. Materials Needed

1. Tables included with this lesson (See Teacher Notes).

C. Procedures

1. Give the students Table I (No. 165) and Table II (No. 40) and ask them, either individually or in small groups, to answer the following questions.
 - a. Between 1820 and 1975 the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this area's total?
 - b. Between 1971-75 the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this area's total?
 - c. Compare your answers to questions 1 and 2. What changes have taken place in U.S. immigration? What do you think might be the reasons for the change?
 - d. In comparing Asian immigration with immigration from other areas of the world, what is the difference in Asian immigration (as a percentage of total immigration) in the years 1971-75, and the years 1820-1975? What, historically, might explain this increase?
 - e. Did the percentage of native born Americans increase or decrease in the years between 1920 and 1960?
 - f. Were the greatest number of foreign born Americans living in urban or rural settings in 1970? What might explain this?

- g. Did the numbers of non-white immigrants increase or decrease in the years between 1920 and 1970?
 - h. In what years did the number of foreign born females out number foreign born males?
2. Using Table III (No. 43) and Table IV (No. 44) have the students, individually or in groups, answer the following questions:
- a. What percentage of Ohio's population was of foreign born stock in 1960?
 - b. What percentage of Ohio's population was of foreign born stock in 1970?
 - c. Over the 10 year period was there an increase or a decrease in foreign born stock living in Ohio?
 - d. Of the immigrants to Ohio, what country has contributed to the largest percentage of these people?
 - e. What countries provided the largest percentage of immigrants to other states in your geographic location? Is the percentage about the same or much different from Ohio?
 - f. Of the foreign stock in Ohio in 1970, were the greatest number foreign born or native born of foreign or mixed parentage?
 - g. Compare your geographic area to other parts of the country. How do the leading countries of origin compare when studying various areas? What might explain the differences and similarities?
 - h. List the countries of origin for the three (3) largest groups of foreign born residents living in Ohio in 1970. What percentage of these people were high school graduates? What was the median income of each group?
3. Suggested Additional Activities
- a. Have the students list historical evidence of the various nationalities of people who immigrated to your community or county. Consider names of towns, streets, and parks, local festivals, family names in the class or in the telephone directory, and names of local peoples who achieved local, state, or national fame may also be used.
 - b. Have the students do some research about the history of your community or the state of Ohio as a whole to find out more about the various groups of immigrants who settled in your area. Have the students answer the questions:

1. Why did the immigrants choose to settle here?
 2. What contributions have they made?
- c. If there are foreign born residents in your community, invite them to share their experiences as immigrants to the United States with your class.

D. Teacher Notes

1. The Tables included in this lesson were taken from the United States Statistical Abstracts which can be found in most public and college libraries.
2. After the 1980 census is completed, new accurate tables will be available to supplement or replace the ones included in this lesson. The teacher should up-date the tables when the information becomes available in 1981.
3. Detailed abstracts for each state may be available in public and university libraries. They are published by the Census Bureau. The tables entitled "Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970," (Ohio and Louisiana) are included with this lesson. The teacher may wish to develop more specific questions to be answered by the students by using tables as their sources of data.

Immigration and Naturalization

No. 165. IMMIGRANTS, BY COUNTRY OF LAST PERMANENT RESIDENCE: 1820 TO 1975

[In thousands, except percent. For years ending June 30. For definition of immigrants, see text, pp. 99-100. Data prior to 1906 refer to country from which aliens came. Because of boundary changes and changes in list of countries separately reported, data for certain countries not comparable throughout. See also *Historical Statistics, Colonial Times to 1970*, series C 89-119]

COUNTRY	1820-1975, total	1951-1960, total	1961-1970, total	1971	1972	1973	1974	1975	PERCENT		
									1820-1975	1961-1970	1971-1975
All countries.....	47,099	2,515.5	3,321.7	370.5	384.7	400.1	394.9	386.2	100.0	100.0	100.0
Europe.....	35,961	1,325.6	1,123.4	91.5	86.3	91.2	80.4	72.8	76.4	33.8	21.8
Austria ¹	4,312	67.1	20.6	1.9	2.3	1.6	.7	.5	9.2	0.6	0.4
Hungary.....		36.6	5.4	.5	.5	1.0	.9	.6		0.2	0.2
Belgium.....	201	18.6	9.2	.6	.5	.4	.4	.4	0.4	0.3	0.1
Czechoslovakia.....	136	.9	3.3	.7	1.2	.9	.4	.3	0.3	0.1	0.2
Denmark.....	363	11.0	9.2	.5	.5	.4	.5	.3	0.8	0.3	0.1
Finland.....	33	4.9	4.2	.3	.3	.3	.2	.2	0.1	0.1	0.1
France.....	742	51.1	45.2	2.8	2.9	2.6	2.2	1.8	1.6	1.4	0.6
Germany ¹	6,954	477.8	190.8	8.6	7.8	7.6	7.2	5.9	14.8	5.7	1.9
Great Britain ²	4,852	195.5	210.0	12.3	11.5	11.9	11.7	12.2	10.3	6.3	3.1
Greece.....	629	47.6	86.0	15.0	10.5	10.3	10.5	9.8	1.3	2.6	2.9
Ireland ³	4,720	57.3	37.5	1.2	1.4	1.6	1.3	1.1	10.0	1.1	0.3
Italy.....	5,270	185.5	214.1	22.8	22.4	22.3	15.0	11.0	11.2	6.4	4.8
Netherlands.....	356	52.3	30.6	1.1	1.0	1.0	1.0	.8	0.8	0.9	0.2
Norway.....	855	22.9	15.5	.4	.4	.4	.4	.4	1.8	0.5	0.1
Poland ⁴	503	10.0	53.5	1.9	3.8	4.1	3.5	3.5	1.1	1.6	0.9
Portugal.....	411	19.6	76.1	10.5	9.5	10.0	10.7	11.3	0.9	2.3	2.7
Spain.....	246	7.9	44.7	3.7	4.3	5.5	4.7	2.6	0.5	1.3	1.1
Sweden.....	1,270	21.7	17.1	.6	.7	.6	.6	.5	2.7	0.5	0.2
Switzerland.....	348	17.7	18.5	1.1	1.0	.7	.7	.7	0.7	0.6	0.2
U.S.S.R. ⁵	3,354	.6	2.3	.3	.4	.9	.9	4.7	7.1	0.1	0.4
Yugoslavia.....	106	8.2	20.4	3.3	2.8	5.2	5.0	2.9	0.2	0.6	1.0
Other Europe.....	309	10.8	9.2	1.2	.9	1.9	1.9	1.4	0.6	0.3	0.4
Asia.....	2,275	153.3	427.8	98.1	116.0	120.0	127.0	129.2	4.8	12.9	30.5
China ⁶	488	9.7	34.8	7.6	5.5	9.2	10.0	9.2	1.0	1.0	2.3
Hong Kong.....	143	15.5	75.0	8.0	10.9	10.3	10.7	12.5	0.3	2.3	2.7
India.....	107	2.0	27.2	13.1	15.6	12.0	11.7	14.3	0.2	0.8	3.4
Iran.....	26	3.4	10.3	2.3	2.9	2.9	2.5	2.2	0.1	0.3	0.7
Israel.....	70	25.5	29.6	2.3	3.0	2.9	2.9	3.5	0.1	0.9	0.8
Japan.....	391	46.3	40.0	4.6	5.0	6.1	5.4	4.8	0.2	1.2	1.3
Jordan ⁷	29	5.8	11.7	2.3	2.4	2.1	2.5	2.3	0.1	0.3	0.6
Korea.....	150	6.2	34.5	13.7	18.1	22.3	27.5	28.1	0.3	1.0	5.7
Lebanon.....	35	4.5	15.2	2.8	3.0	2.6	3.0	4.0	0.1	0.5	0.8
Philippines.....	268	19.3	98.4	27.7	28.7	30.2	32.5	31.3	0.6	3.0	7.8
Turkey.....	382	3.5	10.1	1.1	1.5	1.4	1.4	1.1	0.8	0.3	0.3
Other Asia.....	154	11.7	40.9	12.7	16.3	18.0	16.9	15.8	0.4	1.2	4.1
America.....	8,348	996.9	1,716.4	171.7	173.2	179.6	178.8	174.7	17.7	51.7	45.3
Argentina.....	53	19.5	49.7	2.5	2.5	2.9	2.9	2.8	0.2	1.5	0.7
Brazil.....	52	13.8	22.3	2.2	1.8	1.8	1.6	1.4	0.1	0.9	0.4
Canada.....	4,048	378.0	413.3	22.7	18.6	14.8	12.3	11.2	8.6	12.4	4.1
Colombia.....	119	18.0	72.0	6.5	5.2	5.3	6.9	6.4	0.3	2.2	1.5
Cuba.....	395	78.9	208.5	21.7	19.9	22.5	17.4	25.6	0.8	6.3	5.5
Dominican Rep.....	170	9.9	93.3	12.6	10.8	14.0	15.7	14.1	0.4	2.8	3.5
Ecuador.....	70	9.8	36.8	5.0	4.4	4.2	4.8	4.7	0.1	1.1	1.2
El Salvador.....	31	5.9	15.0	1.8	2.0	2.0	2.3	2.4	0.1	0.4	0.5
Guatemala.....	30	4.7	15.9	2.2	1.7	1.8	1.6	1.9	0.1	0.5	0.5
Haiti.....	65	4.4	34.5	7.0	5.5	4.6	3.8	5.0	0.1	1.0	1.3
Honduras.....	28	6.0	15.7	1.2	1.0	1.4	1.4	1.4	0.1	0.5	0.3
Mexico.....	1,912	299.8	453.9	50.3	64.2	70.4	71.9	62.6	4.1	13.7	16.5
Panama.....	39	11.7	19.4	1.5	1.6	1.7	1.7	1.7	0.1	0.6	0.4
Peru.....	35	7.4	19.1	1.2	1.5	1.6	2.0	2.3	0.1	0.6	0.5
West Indies.....	637	29.8	133.9	25.1	24.2	21.6	24.4	22.3	1.4	4.0	6.1
Other America.....	633	99.2	106.2	8.1	8.3	8.7	9.3	9.0	1.3	3.2	2.2
Africa.....	104	14.1	29.0	5.8	5.5	5.5	5.2	5.9	0.2	0.9	1.4
Australia and New Zealand.....	111	11.5	19.6	2.4	2.6	2.5	2.0	1.8	0.2	0.6	0.6
All other countries.....	300	14.0	5.7	1.0	1.2	1.3	1.4	1.8	0.6	0.2	0.3

¹ 1938-1945, Austria included with Germany; 1899-1919, Poland included with Austria-Hungary, Germany, and U.S.S.R. ² Beginning 1952, includes data for United Kingdom not specified, formerly included with "Other Europe." ³ Comprises Elre and Northern Ireland. ⁴ Europe and Asia. ⁵ Beginning 1957, includes Taiwan. ⁶ Prior to 1951, included with "Other Asia." ⁷ Includes Arab Palestine. ⁸ Prior to 1951, Philippines included with "All other countries." ⁹ Prior to 1951, included with "Other America." ¹⁰ Prior to 1951, included with "West Indies."

Population

No. 40. POPULATION, BY RACE, NATIVITY, AND SEX, 1920 TO 1970, AND URBAN AND RURAL, 1970

In thousands, except percent. Prior to 1960, excludes Alaska and Hawaii. In some instances, breakdown does not add to total because data are derived from different tabulations. Parentage data, all data for 1960 and 1970, and all other data, as noted, based on sample. See *Historical Statistics, Colonial Times to 1970*, series A 105-118 for foreign born and A 135-142 for native born]

RACE, NATIVITY, AND SEX	1920	1930	1940	1950	1960	1970		
						Total	Urban	Rural
Total.....	105,711	122,775	131,669	150,697	179,326	203,210	149,332	53,878
Native.....	91,790	103,571	120,074	139,869	169,548	193,591	140,612	52,979
Percent of total.....	86.9	88.4	91.2	92.8	94.6	95.3	94.2	98.3
Foreign born.....	13,921	14,204	11,595	10,347	9,738	9,619	8,720	899
Percent of total.....	13.2	11.6	8.8	6.9	5.4	4.7	5.8	1.7
White.....	94,821	110,287	118,215	134,942	158,638	178,119	129,077	49,042
Native.....	81,108	96,303	106,796	124,781	149,544	169,385	121,187	48,198
Native parentage.....	55,422	70,401	84,125	100,805	125,759	146,231	101,687	44,545
Foreign parentage.....	13,695	17,408	15,184	14,816	23,784	23,154	19,500	3,654
Mixed parentage.....	6,992	8,495	7,974	8,763	9,294	8,734	7,890	844
Foreign born.....	13,713	13,983	11,419	10,161	9,294	8,734	7,890	844
Other races ²	10,890	12,488	13,455	15,755	20,488	25,091	20,255	4,836
Male.....	53,900	62,137	66,062	74,833	88,303	98,682	71,939	26,942
Native.....	(NA)	(NA)	59,940	68,942	83,543	94,478	(NA)	(NA)
Foreign born.....	(NA)	(NA)	6,122	5,258	4,760	4,404	(NA)	(NA)
White.....	48,431	55,923	59,449	67,129	78,348	86,893	62,352	24,541
Native.....	40,902	48,420	53,438	61,953	73,840	82,910	58,769	24,141
Foreign born.....	7,528	7,502	6,011	5,176	4,508	3,983	3,583	399
Other races ²	5,470	6,215	6,613	7,704	9,956	11,989	9,587	2,401
Female.....	51,810	60,638	65,608	75,864	91,022	104,328	77,393	26,936
Native.....	(NA)	(NA)	60,134	70,927	86,045	99,113	(NA)	(NA)
Foreign born.....	(NA)	(NA)	5,473	5,089	4,978	5,216	(NA)	(NA)
White.....	46,390	54,364	58,763	67,813	80,490	91,226	66,725	24,501
Native.....	40,208	47,653	53,353	62,828	75,703	86,475	62,419	24,057
Foreign born.....	6,184	6,481	5,408	4,985	4,786	4,751	4,307	444
Other races ²	5,420	6,274	6,541	8,052	10,533	13,102	10,668	2,435

NA Not available. ¹ Based on sample. ² Negroes, Aleuts, Chinese, Eskimos, Filipinos, Hawaiians, Indians, Indonesians, Japanese, Koreans, Polynesians, and other races.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1930*, vol. II, *1960*, vol. II, part I, and vol. IV, part 3; *1960*, vol. I and vol. II, part 1A; and *1970*, vol. I, part 1C.

No. 43. FOREIGN STOCK, BY COUNTRY OF ORIGIN: 1960 AND 1970

[In thousands, except percent. 1960 based on 25-percent sample; 1970 on 15-percent sample. See source for sampling variability. See also *Historical Statistics, Colonial Times to 1970*, series C 195-295]

COUNTRY OF ORIGIN	1960		1970						
	Total	Per- cent	Total	Per- cent	For- eign born	Native of for- eign or mixed parent- age	Per- cent high school grad- uates ¹	Num- ber of fam- ilies	Median family income ²
All countries.....	34,050	100.0	33,575	100.0	9,619	23,956	48.1	11,706	\$10,719
United Kingdom.....	2,365	6.9	2,465	7.3	686	1,779	60.0	810	11,120
Ireland (Eire).....	1,773	5.2	1,450	4.3	251	1,199	54.6	506	11,509
Norway.....	775	2.3	615	1.8	97	517	48.7	238	9,615
Sweden.....	1,047	3.1	806	2.4	127	679	52.4	326	10,638
Denmark.....	349	1.0	326	1.0	61	264	52.8	129	9,711
Netherlands.....	302	0.9	384	1.1	111	273	48.1	141	10,730
Switzerland.....	263	0.8	219	0.7	50	169	(NA)	(NA)	(NA)
France.....	352	1.0	343	1.0	105	238	55.6	95	10,369
Germany ³	4,321	12.7	3,622	10.8	833	2,789	42.3	1,221	9,505
Poland.....	2,780	8.2	2,374	7.1	549	1,826	41.4	961	11,767
Czechoslovakia.....	913	2.7	760	2.3	161	599	42.6	300	10,676
Austria.....	1,099	3.2	975	2.9	214	761	49.0	389	11,733
Hungary.....	702	2.1	694	1.8	183	420	48.3	226	11,845
Yugoslavia.....	449	1.3	447	1.3	154	294	44.6	179	11,388
U.S.S.R.....	2,290	6.7	1,943	5.8	463	1,480	60.0	817	13,165
Lithuania.....	403	1.2	331	1.0	76	255	52.0	139	12,317
Greece.....	379	1.1	435	1.3	177	257	53.6	154	11,132
Italy.....	4,544	13.3	4,241	12.6	1,009	3,232	40.1	1,740	11,115
Other Europe.....	1,173	3.4	1,214	3.6	405	809	(NA)	(NA)	(NA)
Asia ⁴	1,142	3.4	1,745	5.2	825	920	(NA)	(NA)	(NA)
Western Asia ⁵	335	1.0	399	1.2	174	225	(NA)	(NA)	(NA)
China (incl. Taiwan).....	208	0.6	339	1.0	172	167	57.5	84	10,653
Japan.....	322	0.9	394	1.2	120	274	68.1	106	12,772
Other Asia.....	276	0.8	613	1.8	358	255	(NA)	(NA)	(NA)
Canada.....	3,181	9.3	3,035	9.0	812	2,222	54.6	950	10,794
Mexico.....	1,736	5.1	2,339	7.0	760	1,579	24.1	637	7,263
Cuba.....	124	0.4	561	1.7	439	122	44.6	143	8,728
Other America.....	456	1.3	543	2.9	605	358	(NA)	(NA)	(NA)
Other ⁶ and not reported.....	462	1.4	1,389	4.1	466	914	(NA)	(NA)	(NA)

NA Not available. ¹ Persons 25 years old and over. ² Income received during 1969.

³ German Democratic Republic and Federal Republic of Germany. ⁴ For 1960, United Arab Republic included in Asia; for 1970, in "Other." ⁵ Includes Turkey in Europe.

Source: U.S. Bureau of the Census, *U.S. Census of Population, 1960*, vol. I, and 1970, vol. I, and vol. II, PO(2)-1A.

Population

No. 44. NATIVITY AND PARENTAGE OF THE FOREIGN STOCK—STATES: 1960 AND 1970

(In thousands, except percent. 1960 data based on 25-percent sample; 1970 on 15-percent sample. See source for sampling variability)

STATE	1960		FOREIGN STOCK, 1970				Leading countries of origin and percent of division or State population (U.K.=United Kingdom)
	Foreign stock	Percent of U.S. division or State	Total	Percent of U.S. division or State	Foreign born	Native of foreign or mixed parentage	
U.S.	31,050	19.0	33,575	16.5	9,619	23,956	Italy, 2.1; Germany, 1.8; Canada, 1.5.
N.E.	3,870	36.8	3,617	30.5	929	2,688	Canada, 7.9; Italy, 5.2; U.K., 2.5.
Maine	226	23.3	193	19.4	43	150	Canada, 13.8; U.K., 1.2; Ireland, 0.7.
N.H.	177	29.2	171	23.2	37	134	Canada, 13.1; U.K., 1.6; Ireland, 1.1.
Vt.	86	22.1	81	18.2	18	63	Canada, 10.4; U.K., 1.6; Italy, 1.1.
Mass.	2,058	49.0	1,892	33.3	495	1,397	Canada, 8.2; Italy, 5.2; Ireland, 3.8.
R.I.	340	39.6	311	32.8	74	237	Italy, 7.7; Canada, 7.0; U.K., 3.6.
Conn.	982	35.7	970	32.0	262	708	Italy, 7.5; Canada, 4.2; Poland, 3.4.
M.A.	11,098	32.5	10,284	27.6	3,190	7,094	Italy, 6.2; Poland, 2.7; Germany, 2.5.
N.Y.	6,457	38.7	5,995	32.9	2,110	3,885	Italy, 7.3; U.S.S.R., 3.1; Poland, 3.1.
N.J.	2,109	34.8	2,156	30.1	635	1,521	Italy, 7.2; Germany, 3.1; Poland, 3.0.
Pa.	2,592	22.1	2,133	18.1	446	1,687	Italy, 3.8; Poland, 2.1; Germany, 1.7.
E.N.C.	7,249	19.7	6,297	15.6	1,584	4,713	Germany, 2.4; Poland, 1.8; Italy, 1.4.
Ohio	1,491	15.4	1,311	12.3	316	995	Germany, 1.8; Italy, 1.6; Poland, 1.1.
Ind.	377	8.1	351	6.8	83	268	Germany, 1.2; Poland, 0.7; U.K., 0.6.
Ill.	2,419	24.3	2,202	19.8	629	1,573	Germany, 2.8; Poland, 2.7; Italy, 2.1.
Mich.	1,859	21.3	1,684	19.0	444	1,240	Canada, 4.0; Poland, 2.4; Germany, 2.1.
Wis.	914	23.1	713	16.9	131	582	Germany, 5.3; Poland, 1.6; Norway, 1.2.
W.N.C.	2,425	15.8	1,951	12.0	250	1,661	Germany, 2.9; Norway, 1.2; Sweden, 1.1.
Minn.	875	25.6	707	18.6	15	692	Germany, 2.6; Sweden, 3.0; Norway, 3.0.
Iowa	348	14.1	297	10.5	40	257	Germany, 2.6; Sweden, 0.7; Norway, 0.7.
Mo.	367	8.5	312	6.7	66	246	Germany, 1.7; Italy, 0.6; U.K., 0.5.
N.Dak.	190	30.1	146	23.6	18	128	Norway, 6.3; U.S.S.R., 5.4; Germany, 3.4.
S.Dak.	142	20.9	109	16.4	11	98	Germany, 4.6; Norway, 2.8; U.S.S.R., 2.1.
Nebr.	258	18.3	205	13.8	29	176	Germany, 4.2; Czech, 1.3; Sweden, 1.2.
Kans.	206	9.5	175	7.8	28	147	Germany, 1.9; U.S.S.R., 0.8; U.K., 0.7.
S.A.	1,714	6.6	2,409	7.9	879	1,530	Germany, 0.9; Cuba, 0.9; U.K., 0.8.
Del.	59	13.2	65	11.9	16	49	Italy, 2.4; U.K., 1.5; Poland, 1.3.
Md.	372	12.0	454	11.6	124	330	Germany, 1.5; Italy, 1.3; U.S.S.R., 1.2.
Dist. of Col.	97	12.7	73	9.7	34	39	Germany, 0.7; U.K., 0.7; U.S.S.R., 0.7.
Va.	178	4.5	252	5.4	72	180	Germany, 0.7; U.K., 0.7; Canada, 0.5.
W. Va.	91	4.9	74	4.2	17	57	Italy, 1.0; U.K., 0.5; Germany, 0.4.
N.C.	68	1.5	95	1.9	29	65	Germany, 0.3; U.K., 0.3; Canada, 0.2.
S.C.	38	1.5	49	1.9	14	35	Germany, 0.4; U.K., 0.3; Canada, 0.2.
Ga.	78	2.0	112	2.4	33	79	Germany, 0.5; U.K., 0.3; Canada, 0.2.
Fla.	733	14.8	1,236	18.2	540	696	Cuba, 3.7; Germany, 1.8; U.K., 1.7.
E.S.C.	218	1.8	236	1.8	60	176	Germany, 0.4; U.K., 0.2; Italy, 0.2.
Ky.	75	2.5	73	2.3	17	56	Germany, 0.7; U.K., 0.2; Canada, 0.1.
Tenn.	59	1.7	63	1.7	19	49	Germany, 0.3; U.K., 0.2; Canada, 0.2.
Ala.	55	1.7	64	1.9	16	48	Germany, 0.4; U.K., 0.3; Italy, 0.2.
Miss.	29	1.3	31	1.4	8	23	Germany, 0.2; Italy, 0.2; U.K., 0.2.
W.S.C.	1,329	7.8	1,459	7.6	378	1,091	Mexico, 2.7; Germany, 0.8; U.K., 0.4.
Ark.	34	1.9	37	1.9	8	29	Germany, 0.5; U.K., 0.2; Canada, 0.2.
La.	124	2.8	140	3.8	40	100	Italy, 0.8; Germany, 0.4; U.K., 0.3.
Okla.	89	3.8	93	3.6	20	73	Germany, 0.8; U.K., 0.4; Canada, 0.3.
Tex.	1,042	11.3	1,199	10.7	310	889	Mexico, 6.4; Germany, 0.9; U.K., 0.4.
Mt.	1,046	15.3	1,098	13.3	245	852	Mexico, 2.4; Germany, 1.6; U.K., 1.4.
Mont.	150	22.2	122	17.6	20	102	Canada, 3.0; Germany, 2.2; Norway, 2.1.
Idaho	83	12.4	74	10.4	13	61	Canada, 1.5; U.K., 1.5; Germany, 1.4.
Wyo.	48	14.5	38	11.4	7	31	Germany, 1.7; U.K., 1.6; Canada, 0.9.
Colo.	261	14.9	259	12.7	60	200	Germany, 2.0; U.S.S.R., 1.2; U.K., 1.2.
N. Mex.	79	8.3	89	8.8	25	66	Mexico, 3.7; Germany, 0.7; U.K., 0.6.
Ariz.	236	18.1	207	16.8	57	220	Mexico, 6.4; Canada, 1.5; Germany, 1.4.
Utah	139	15.6	132	12.5	30	102	U.K., 2.7; Germany, 1.3; Canada, 1.1.
Nev.	50	17.5	68	13.9	15	50	Italy, 1.6; Canada, 1.6; Germany, 1.4.
Pac.	5,222	21.6	6,214	23.4	2,064	4,150	Mexico, 4.3; Canada, 2.4; Germany, 1.8.
Wash.	654	22.9	638	18.7	156	482	Canada, 4.0; Germany, 2.1; U.K., 1.8.
Oreg.	301	17.0	295	14.1	66	229	Canada, 2.5; Germany, 1.9; U.K., 1.4.
Calif.	3,994	25.4	4,992	25.0	1,758	3,234	Mexico, 5.6; Canada, 2.2; U.K., 1.9.
Alaska	31	13.7	33	11.0	8	25	Canada, 2.2; Germany, 1.2; U.K., 1.0.
Hawaii	243	38.4	257	33.4	76	181	Japan, 13.7; China, 2.7; Canada, 0.8.

Table 71. Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970

(Data based on sample, see text. For meaning of symbols, see text)

The State

NATIVITY AND PARENTAGE

	Metropolitan					Nonmetropolitan			
	Total	Central cities	Other urban	Rural nonfarm	Rural farm	Total	Urban	Rural nonfarm	Rural farm
Total population	6 271 398	3 428 644	3 566 753	1 074 558	201 441	2 379 565	1 024 372	1 050 183	303 028
Native	7 977 101	3 289 829	3 430 765	1 058 312	198 195	2 357 306	1 013 439	1 042 568	301 299
Native parentage	7 081 979	2 945 683	2 967 155	984 044	185 097	2 257 578	959 047	1 006 799	291 732
Foreign or mixed parentage	895 122	344 146	463 610	74 268	13 098	99 728	54 392	35 769	9 567
Foreign born	294 297	138 817	135 988	16 246	3 246	22 199	12 933	7 537	1 729

COUNTRY OF ORIGIN

	Metropolitan					Nonmetropolitan			
	Total	Central cities	Other urban	Rural nonfarm	Rural farm	Total	Urban	Rural nonfarm	Rural farm
Total foreign born	294 297	138 817	135 988	16 246	3 246	22 199	12 933	7 537	1 729
United Kingdom	22 764	7 986	12 535	1 858	385	2 714	1 530	979	205
Ireland	4 891	2 364	2 334	157	36	1 195	1 129	5	8
Norway	614	201	387	19	7	89	50	32	7
Sweden	1 826	610	1 061	149	6	176	105	59	12
Denmark	739	254	432	45	8	121	76	39	6
Netherlands	1 727	546	902	208	71	182	95	80	7
Switzerland	1 115	425	396	255	39	260	101	120	39
France	2 654	1 119	1 293	233	9	336	198	103	35
Germany	32 414	13 816	15 732	2 334	532	3 363	1 822	1 356	285
Poland	21 850	12 005	8 784	878	183	812	320	357	135
Czechoslovakia	16 693	6 776	8 488	1 174	255	869	331	423	115
Austria	11 041	5 357	4 819	761	104	600	277	241	82
Hungary	21 399	10 821	9 058	1 220	300	829	441	300	88
Yugoslavia	24 500	13 855	9 104	1 280	260	651	289	282	80
U S S R	13 439	5 906	7 171	302	60	431	230	132	69
Lithuania	3 222	1 465	1 671	67	19	147	118	21	8
Greece	8 151	5 107	2 798	219	27	385	309	70	6
Italy	33 557	16 579	15 520	1 261	197	2 607	1 888	628	91
Other Europe	12 929	6 029	5 978	684	238	1 447	910	414	121
Asia	18 191	9 759	7 764	572	96	1 643	1 191	414	38
Western Asia	6 488	3 696	2 640	133	19	284	242	36	6
China	2 362	1 408	885	62	7	180	147	30	3
Japan	1 579	665	785	122	7	209	133	76	—
Other Asia	7 762	3 990	3 454	255	63	970	649	272	29
Canada	16 148	5 756	9 077	1 192	123	2 042	1 296	608	138
Mexico	1 859	1 125	493	218	23	762	379	325	58
Cuba	1 949	819	984	115	31	250	131	119	—
Other America	5 391	2 887	2 308	182	14	333	252	81	—
All other	2 586	1 239	1 162	168	17	227	137	90	—
Not reported	12 648	6 011	5 737	694	206	728	328	304	96

	Metropolitan					Nonmetropolitan			
	Total	Central cities	Other urban	Rural nonfarm	Rural farm	Total	Urban	Rural nonfarm	Rural farm
Total foreign or mixed parentage	895 122	344 146	463 610	74 268	13 098	99 728	54 392	35 769	9 567
United Kingdom	69 516	23 286	36 754	8 176	1 300	13 033	7 366	4 808	859
Ireland	30 064	13 548	14 805	1 489	222	2 791	1 762	798	231
Norway	3 308	1 199	1 774	282	53	371	229	111	31
Sweden	8 829	2 571	5 212	978	68	1 708	1 076	462	170
Denmark	3 016	849	1 741	392	34	616	379	140	97
Netherlands	3 925	1 156	2 183	436	150	705	393	253	59
Switzerland	8 103	2 889	3 353	1 406	455	2 859	1 166	1 079	614
France	8 946	3 670	4 144	963	169	1 704	925	606	173
Germany	128 322	54 195	59 547	11 528	3 052	24 287	12 196	8 778	3 313
Poland	88 986	40 052	42 516	5 564	854	8 614	2 076	2 005	533
Czechoslovakia	71 432	24 579	40 006	5 691	1 156	4 193	1 696	1 992	505
Austria	47 760	16 824	25 867	4 442	627	3 428	1 666	1 433	329
Hungary	56 924	20 080	30 220	5 644	980	3 792	1 704	1 603	485
Yugoslavia	46 827	16 888	25 768	3 541	630	1 865	795	862	208
U S S R	39 178	13 679	23 757	1 460	282	1 472	857	501	114
Lithuania	10 215	3 577	6 010	563	65	395	175	181	39
Greece	12 813	5 733	6 180	836	64	861	590	234	37
Italy	118 830	43 069	66 625	8 210	926	11 635	8 301	2 996	338
Other Europe	29 247	10 855	15 006	2 908	478	4 379	2 564	1 372	443
Asia	20 664	9 548	9 710	1 230	176	1 970	1 246	634	90
Western Asia	10 706	5 385	4 765	465	91	768	509	215	44
China	2 247	1 089	1 062	96	—	198	109	67	22
Japan	2 975	1 121	1 441	360	53	406	208	198	—
Other Asia	4 736	1 953	2 442	309	32	598	420	154	24
Canada	39 206	14 034	20 974	3 591	607	5 862	3 245	2 162	455
Mexico	6 733	3 634	1 990	967	142	3 995	2 084	1 751	160
Cuba	1 275	565	662	33	15	119	68	51	—
Other America	5 482	2 304	2 803	361	14	473	395	72	6
All other	3 021	1 327	1 527	142	25	404	299	94	11
Not reported	32 500	14 035	14 476	3 435	554	2 197	1 139	791	267
Persons of Spanish language*	76 722	46 979	22 483	6 322	938	18 406	9 833	7 430	1 143
Other persons of Spanish surname*	107 672	63 247	31 934	10 586	1 905	22 323	10 592	9 125	2 606
Persons of Spanish origin or descent	19 811	16 916	2 551	246	98	1 107	855	245	7

OTHER TONGUE

	Metropolitan					Nonmetropolitan			
	Total	Central cities	Other urban	Rural nonfarm	Rural farm	Total	Urban	Rural nonfarm	Rural farm
Total native	7 977 101	3 289 829	3 430 765	1 058 312	198 195	2 357 306	1 013 439	1 042 568	301 299
English	6 800 334	2 764 958	2 911 272	950 218	173 886	2 131 721	918 063	953 994	259 664
French	20 954	9 309	9 335	2 003	307	3 782	2 056	1 362	364
German	220 203	82 152	99 228	28 027	10 796	79 072	23 839	29 393	25 840
Italian	108 111	50 755	49 200	7 304	899	5 036	2 228	2 270	538
Spanish	9 063	3 264	4 840	819	140	530	226	261	43
Polish	27 016	8 730	18 094	176	16	375	303	72	—
Portuguese	114 963	42 017	64 323	7 809	814	10 829	7 459	2 856	314
Other	43 858	29 902	9 771	3 660	525	12 614	6 865	5 047	702
Not reported	296 314	108 855	158 678	24 344	4 437	22 629	11 181	8 983	2 465
Total foreign born	336 238	189 887	106 024	33 952	6 375	90 718	41 019	38 330	11 369
English	294 297	138 817	135 988	16 246	3 246	22 199	12 933	7 537	1 729
French	43 187	16 426	23 172	3 114	475	4 954	2 934	1 668	352
German	6 470	2 740	3 182	472	76	808	489	262	57
Italian	55 915	24 179	26 786	3 906	1 044	4 619	2 487	1 679	453
Spanish	18 131	10 634	6 439	919	139	698	255	341	102
Polish	4 228	2 054	1 999	150	25	191	67	62	62
Portuguese	9 410	3 070	6 311	24	5	94	94	—	—
Other	34 036	16 999	15 568	1 292	177	2 585	1 889	609	87
Not reported	8 508	4 429	3 351	567	159	1 412	740	546	126
All other	111 643	56 788	48 171	5 564	1 120	6 606	3 849	2 281	476
Not reported	2 771	1 498	1 069	238	76	232	129	89	14

Table 71. Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970

(Data based on sample, see text for meaning of symbols; see text)

The State	Metropolitan					Nonmetropolitan			
	Total	Central cities	Other urban	Rural nonfarm	Rural farm	Total	Urban	Rural nonfarm	Rural farm
ACTIVITY AND PARENTAGE									
Total population	1 995 352	1 142 898	606 668	236 079	9 707	1 645 090	658 289	881 189	105 612
White parentage	1 962 707	1 120 168	597 841	235 001	9 697	1 638 193	654 270	878 518	105 405
Black or mixed parentage	1 886 138	1 074 582	571 062	230 892	9 602	1 614 541	642 156	868 369	104 016
Foreign born	76 569	45 586	26 779	4 109	95	23 652	12 114	10 149	1 389
Native born	32 645	22 730	8 827	1 078	10	6 897	4 019	2 671	207
COUNTRY OF ORIGIN									
Total foreign born	32 645	22 730	8 827	1 078	10	6 897	4 019	2 671	207
United Kingdom	1 836	921	754	161	-	475	209	245	21
Ireland	422	265	143	14	-	170	135	35	-
Norway	325	173	152	-	-	42	26	16	-
Sweden	131	70	54	7	-	49	31	6	12
Denmark	120	74	46	-	-	-	-	-	-
Netherlands	310	174	129	7	-	79	32	47	-
Switzerland	129	86	36	7	-	19	19	-	-
France	792	483	274	35	-	210	134	63	13
Germany	2 086	1 093	807	186	-	1 034	561	444	29
Poland	588	473	108	7	-	123	87	36	-
Czechoslovakia	126	92	27	7	-	38	27	11	-
Austria	225	181	44	-	-	111	71	40	-
Hungary	207	111	52	44	-	120	24	96	-
Yugoslavia	301	262	34	5	-	110	63	42	5
U.S.S.R.	482	414	68	-	-	43	22	21	-
Lithuania	43	31	12	-	-	13	13	6	-
Greece	481	385	75	21	-	28	22	305	51
Italy	2 537	1 687	760	90	-	736	380	106	14
Other Europe	767	529	205	33	-	278	158	265	15
Asia	2 255	1 558	596	101	-	720	440	13	8
Western Asia	464	355	103	6	-	136	115	30	-
China	475	366	51	48	-	84	54	104	7
Japan	286	168	101	17	-	205	94	118	-
Other Asia	1 030	669	331	30	-	295	177	135	7
Canada	1 169	604	467	98	-	273	138	128	-
Mexico	1 064	704	324	26	10	287	152	182	13
Cuba	4 805	3 761	984	60	-	449	267	230	48
Other America	9 526	7 114	2 332	80	-	666	423	164	27
All other	473	355	114	4	-	104	56	27	-
Not reported	1 445	1 130	230	85	-	720	529	164	27
Total foreign or mixed parentage	76 569	45 586	26 779	4 109	95	23 652	12 114	10 149	1 389
United Kingdom	5 320	2 850	1 975	495	-	1 621	796	720	105
Ireland	2 050	1 410	527	113	-	598	370	203	25
Norway	800	378	402	20	-	164	60	86	18
Sweden	883	545	248	90	-	221	164	57	-
Denmark	482	211	241	30	-	127	70	57	-
Netherlands	516	336	169	11	-	100	50	50	-
Switzerland	353	184	128	41	-	107	78	22	7
France	3 596	2 362	1 054	176	4	822	481	283	58
Germany	7 857	4 772	2 458	611	16	3 260	1 660	1 399	201
Poland	1 694	1 216	444	34	-	366	267	84	15
Czechoslovakia	594	379	159	56	-	219	118	92	9
Austria	1 225	766	405	45	9	160	124	66	-
Hungary	584	299	256	29	-	356	104	189	63
Yugoslavia	690	422	240	28	-	311	158	115	38
U.S.S.R.	2 272	1 649	529	94	-	276	161	115	-
Lithuania	255	177	78	-	-	47	24	23	-
Greece	943	642	269	32	-	108	85	23	-
Italy	20 254	12 040	7 543	622	49	5 504	2 698	2 421	385
Other Europe	2 435	1 391	773	271	-	669	266	355	48
Asia	3 663	2 198	1 249	216	-	1 654	1 024	567	63
Western Asia	1 399	1 079	255	65	-	759	508	196	55
China	406	197	187	22	-	152	84	68	-
Japan	430	196	218	16	-	387	202	177	8
Other Asia	1 428	726	589	113	-	356	230	126	-
Canada	3 350	1 913	1 197	233	7	1 298	813	485	-
Mexico	2 272	1 353	815	104	-	1 242	646	559	37
Cuba	1 251	717	518	16	-	206	95	102	9
Other America	7 425	4 083	3 048	294	-	618	335	256	27
All other	585	322	227	36	-	291	94	182	15
Not reported	5 220	2 971	1 827	412	10	3 277	1 373	1 638	266
Persons of Spanish language	55 394	32 946	18 882	3 501	65	14 284	7 057	6 896	331
Other persons of Spanish surname	1 111	1 111	1 111	1 111	257	22 756	7 590	14 200	966
Persons of Spanish origin or descent	47 767	27 489	17 168	2 853	257	920	735	168	17
Persons of Puerto Rican birth or parentage	1 759	1 124	584	50	-	-	-	-	-
MOTHER TONGUE									
Total native	1 962 707	1 120 168	597 841	235 001	9 697	1 638 193	654 270	878 518	105 405
English	1 572 773	904 705	478 618	182 568	6 852	1 169 647	465 665	635 246	68 736
French	206 456	103 661	64 500	36 493	2 262	362 883	140 532	191 104	31 247
German	12 611	6 933	4 078	1 035	15	3 896	2 118	1 540	238
Polish	1 139	628	456	55	-	527	367	132	8
Russian	302	183	94	25	-	105	65	42	-
Yiddish	1 718	1 319	367	32	-	167	136	31	-
Italian	21 002	11 664	8 679	597	62	6 484	3 122	2 932	430
Portuguese	19 420	10 656	7 040	1 698	26	6 606	3 619	2 864	123
Other	11 108	6 650	3 673	768	17	5 906	2 530	3 001	375
Not reported	116 298	73 769	30 336	11 730	463	81 972	36 098	41 676	4 248
Total foreign born	32 645	22 730	8 827	1 078	10	6 897	4 019	2 671	207
English	4 043	2 293	1 496	254	-	1 130	615	488	27
French	1 529	990	457	82	-	934	617	277	40
German	2 615	1 522	870	223	-	1 107	622	456	29
Polish	356	285	81	-	-	103	83	20	-
Russian	154	109	45	-	-	6	6	-	-
Yiddish	474	418	56	-	-	19	19	-	-
Italian	2 653	1 784	781	88	-	694	361	281	52
Portuguese	15 314	11 638	3 482	184	10	2 999	747	545	7
Other	5 174	3 402	1 529	243	-	1 524	893	591	40
Not reported	323	289	30	-	-	81	56	13	12

XXIV. You and the World: What Links Are Important to You?

A. Objectives

1. Students will be able to list at least ten ways in which their lives are linked to the rest of the world's peoples.
2. Students will be able to rank their personal linkage with the world from "Most Important" to "Least Important" based on social, political and economic data they have studied.
3. Students will value their personal linkage as means of understanding themselves and other people in the world.

B. Materials

1. Chart "My Links With the World," which is included with this lesson (See Teacher Notes).
2. Transparency of "My Links With the World."

C. Procedures

1. Give each student a copy of "My Links to the World," and ask each pupil to list at least ten (10) ways in which their own lives are linked to the world's people (List #1).
2. Have the students share their list with another student, and ask them to help each other rank the items according to each item's importance to the individual (List #2).
3. Using the transparency of "My Links With the World," conduct a class discussion in which individual students share with the class their list of links with the world. Have the class rank the links suggested by different students on the basis of their being most important to least important to the group.
4. Have each student write a brief paragraph which summarizes his/her values towards the linkages discussed.

D. Discussion Questions

1. What linkages are most important to you?
2. Why might the links you have suggested be less important to someone else?
3. How do ones personal values affect the lists you have made?
4. How might the lists we have made be different than ones your parents might make?
5. Do the links we've suggested today affect the lives of people in other countries? How?
6. How do the links we've noted affect our entire community?

7. Do any of the links we've listed provide the opportunity for us to influence decisions made at the state and national levels?
8. Do any of the links we've listed provide the opportunity for us to affect decisions made on a world level? Give examples.
9. How would each of the following affect our links with the world?
 - a. Hosting a foreign student.
 - b. Contributing to international relief efforts in such places as Cambodia, Afghanistan, or drought affected areas in Africa.
 - c. Expressing our views with regard to America's foreign policy.
 - d. Traveling abroad.
 - e. Purchasing products made in other countries.
 - f. Joining a coffee boycott or practicing energy conservation so as to make our nation less dependent on imported petroleum.

E. Teacher Notes

1. You may want your pupils to complete "My Links With the World" prior to undertaking any of the lessons included in Ohio and the World. Save their initial list and compare it with the list made during this lesson.
2. You may also want to have your students ask one of their parents or another adult to complete a copy of "My Links With the World." Compiling adult views of links with the world as a class activity may provide your students with different perspectives on the subject.

Lesson XXIV.

My Links With The World

Name _____

List #1 These are some of my links to the world's people.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List #2 These are my links with the world's people arranged in order of importance from Most Important (1) to Least Important (10).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

XXV. American Presence in the World; the World's Presence in America

A. Objectives

1. Students will be able to list some of the common signs of American life found in European nations.
2. Students will be able to hypothesize that American influences in Europe are changing life styles in that area of the world.
3. In a written description of one of their days, students will be able to detail how the world influences their own lives.

B. Materials

1. Reading "Lafayette, We Are Here--Good and Hard."¹

C. Procedures

1. Have the reading duplicated and ready to distribute for each class member to read.
2. After students have had a chance to read "Lafayette, We Are Here--Good and Hard," have them divide into groups of four or five and develop group responses to the following questions:
 - a. How can Americans influence European eating habits?
 - b. Why are baseball and basketball now commonly played sports in Europe?
 - c. Have American companies affected the structure of the European economy? How?
 - d. How has Europe's transportation system been affected by American influences?
3. Have each group share their answers to the questions with the entire class, and focus on the question whether or not the American elements have had positive effects on European life.
4. Using the "Lafayette, We Are Here--Good and Hard" article as a model, ask each student to write a brief description of a day in his/her life. Instead of listing American contacts, students should focus on things used, seen, or done that are imported, either now or in the past, from other parts of the world. For example, pupils might mention their father's purchase of a French auto, their use of Japanese made television, having a German police dog as a pet, or eating a taco for lunch.

¹Richard C. Longworth, "Lafayette, We Are Here--Good and Hard, Saturday Review (December 13, 1975, pp. 62-63.

5. Have several of the students read what they have written to the rest of the class. Develop a class discussion based on the question: How have their foreign influences affected the American way of life?

Lesson XXV.

Lafayette, We Are Here--Good and Hard

My plane, a Boeing 737 of Belgium's Sabena Airlines, lands at Brussels Airport. I collect my luggage in an arrival hall, where the advertising signs (ITT, Chase Manhattan, Ramada Inn, Coke) are in English, although Belgium's two languages are French and Dutch. I pass up Hertz and Avis, hail a cab, and ride into the city past buildings owned by IBM, Goodyear, 3M, Culligan, and Champion Sparkplugs, past a Holiday Inn, past the headquarters of American-dominated NATO, past the Shell garage, Kodak store, and Levi's shop, past my neighborhood supermarket (owned by J.C. Penney), and I'm home; I'm a city dweller, unlike many Americans in Brussels who live in suburban Waterloo, near hamburger stands, the American Women's Clubhouse, American schools, Baskin-Robbins, and Pat McNall's doughnut shop. By the gory ground where Wellington and Blucher defeated Napoleon, the Pirates and Padres now struggle in Little League combat.

Lafayette, we are here -- good and hard.

It is now 30 years since V-E Day, 28 years since the Marshall Plan, 26 years since the founding of NATO, 18 years since the launching of the Common Market, 8 years since the publication of The American Challenge, 4 years since the collapse of the dollar. The post-war world is ended: no doubt about that. But one of the most vivid, proclaimed, and resented facts of that world--the American presence in Europe--remains, in many ways, as strong as ever, despite the dollar's fall and Europe's recovery, seemingly unaffected by any neo-isolationism and undaunted by the high cost of European living.

Because the old U.S. hegemony in Europe has ended and the Europeans have evolved from clients to competitors, it has become common to consider the American presence a temporary thing that is disappearing even now. Not so: we should probably start thinking of this phenomenon as permanent. This is not necessarily a matter for either pride or embarrassment among Americans. It should, though, get more careful thought than it has so far received, as America adjusts to the opportunities and responsibilities that Europe presents in the post-post-war world.

I cited Brussels above because it is familiar, not unique. The surface of Europe is shaped and altered, formed and deformed, by bits of Americana. Nearly every European city has its Sheraton and Hilton, its McDonald's and Colonel Sanders. American bars, used-car lots, and housing developments pock German cities like Kaiser-slautern, next to Ramstein Air Base, or Frankfurt, which has been called "Kansas City without the amenities." The American embassy is one of the biggest buildings in Oslo. When the 1971 negotiations on Britain's Common Market entry were completed in Luxembourg, they were celebrated with champagne in the Holiday Inn across the street.

Below this surface the American impact on European life has been profound. More than a million of us are here, including soldiers. American multinationals, having mastered the supranational rules of the Common Market while their European competitors adhere to national thinking, are still, with few exceptions, the only truly all-European businesses. American computers and American airplanes

still dominate the European market. Of all airplanes, military and civilian, in operation in Europe today, 80 percent are American built.

Few Americans apprehend the sheer power of American pop culture. Despite the Beatles, Maigret, and Fellini, the penetration of Europe by American pop music, comics, clothes, movies, and books is extraordinary. It's been said that the only all-European newspaper is the International Herald Tribune, Paris edited but American run. American troops help defend Europe, and European governments quiver at any hint that the soldiers may go home. European economists blame the United States for starting the recession, which they look to Washington to end. When President Ford attended the NATO summit meeting in Brussels, he sat in state in the American embassy and like a visiting potentate, received European premiers one by one, allotting 30 minutes to some, an hour to others. No one seemed to find the procedure arrogant.

This recital is more than chauvinistic breast-beating. I wish to stress both the singularity of the American presence (despite Toyota, L'Express, pizza, and pubs, no one would claim such influence for Japan, France, Italy, or Britain) and its permanence. Many Americans still seem to think of America-in-Europe as transitory and believe that it is ending because the old-style American dominance is fading, or that it should be ending because the damned Europeans don't appreciate us. But I believe most Europeans recognize this permanence as a fact of life and, frequently, welcome it. It's been a long time since I've seen a fresh "Yankee, Go Home" sign. The fall of the dollar, the German rise to affluence, and the arrival in Europe of thousands of well-heeled and baffled Japanese to fleece has made Americans abroad seem more human and helped us to merge into the scenery.

But Europeans, aware that this permanence is not so accepted in Washington, remain unsettled and uncertain about America itself, looming 3,000 miles away like a great whale, no doubt benevolent in intent but capable of stirring damaging waves with a flick of its tail. Thoughtless, reflexive actions, little noticed in the United States, can become major issues in Europe. Two summers ago Secretary of Agriculture Earl Butz, finding that exporters had oversold America's soybean crop, imposed a sudden embargo on soybean exports. Most Americans were probably unaware that it had happened. But few Europeans will forget the episode. Europe depends on American soybeans for its livestock feed; without them Europeans eat less pork and drink less milk. The ban raised a huge fuss in Europe and led to charges that the perfidious Yanks break contracts at will. The incident is still cited when the issue of American trustworthiness comes up.

New tax and trade laws, many of them passed for justifiable domestic reasons, have the same effect. Some advance explanation and, if possible, consultation would make the laws more palatable to Europeans whose livelihoods often depend on the American connection.

Above all, it is time to stop arguing whether the American presence in Europe is good or bad. It is here to stay, and the only proper subject for debate is ways to make it work better. American troops are integral to Western defense. They can be cut back, trimmed, redeployed, but to pull them out altogether would cause far more damage than it would be worth, particularly because to do so might lead to an independent European defense. Do we really want a nuclear Common Market with nine fingers on the trigger? Similarly with American business in Europe. European cuisine would probably survive without hamburgers, but a sharp curtailment of American business in Europe would severely damage Europe's economy -- and, eventually and inevitably in this inter-

dependent era, our own. U.S.-European trade and investment are simply too intertwined to be disentangled. American companies will continue to manufacture goods in Europe; increasingly, Europeans are returning the favor by manufacturing in America.

Many things are wrong with the European-American relationship, and much could be done to improve it. But that's a different subject. For openers, it would help to realize that we have a permanent stake in Europe that, over the years, will benefit both sides.

XXVI. The Flow of Foreign Capital to U.S. Business

A. Objectives

1. Students will be able to state that American investment abroad and foreign investment in this country are factors which draw the world's peoples together.
2. Students will be able to cite positive examples of the strength of the American economy including foreign direct investment, foreign portfolio investment, and establishment of foreign owned manufacturing and assembly plants in the state of Ohio and the nation as a whole.
3. Students will be able to decide, on the basis of data, whether or not the state of Ohio should promote foreign investment.
4. Students will be able to list some of the foreign companies and the nation where their headquarters are located that have been established in Ohio.

B. Materials (See Teacher Notes)

1. Reading, "Foreign Investors in the U.S. - The Pace Quickens."
2. Reading, "Marysville Sees Mixed Blessing in Chase of Honda Site."
3. List, "Foreign Owned Companies Located in Ohio, January 1980."
4. Report, "Foreign Direct Investment in the United States."

C. Procedures

1. Give the students a chance to read the articles about foreign investment in the U.S. including the article about the new Honda plant at Marysville.
2. Divide the class into groups of four or five pupils each, and have each group prepare answers to the discussion questions.
 - a. Give each group a copy of "Foreign Owned Companies Located in Ohio" as additional data for answering the questions.
 - b. When the groups have finished, have them share their ideas with the entire class.

D. Discussion questions

1. According to the information you have obtained from your reading, what is the trend in foreign investment in the U.S.? What is the trend in Ohio?
2. How does the amount of investment by foreign companies in the U.S. compare to the investment of U.S. companies overseas?
3. What is the difference between "direct investment" and "portfolio investment," and what is the significance of the difference between the two?
4. What nationalities are represented in the foreign direct industrial investments in Ohio? By number of facilities, which nationalities have

the greatest representation? Which are the older investments and why? Which are the newer investments and why?

5. Why might the state government encourage foreign direct investment in the state? Are there any negative factors derived from such investment?
6. Considering the investments that have been made in Ohio, what may have attracted them to the state?
7. What specific activities do you know of that have been undertaken by the state government to promote foreign direct industrial investments in Ohio? What has your community done to enhance such investments?
8. Besides industry, what other areas of the state economy might attract foreign investment?
9. If you agree that foreign direct investment in Ohio is desirable, what other actions by the state would you recommend be undertaken? by your community? by you?

E. Suggested Additional Activities

1. Using a map of Ohio (Lesson VIII or Lesson IX) the students may want to locate the sites of various foreign owned firms in the state. Map tacks of different colors may be used to represent the native country of these companies. Students may want to make replicas of the flags of the various nations, and "fly" them over the Ohio city where the company is located.
2. Invite a representative of a foreign-owned firm to come to the classroom and explain why it has located its American operations in the area.
 - a. Arrange a field trip to such a company in order to acquaint students with the company's operations.
 - b. Ask the company if they have a film which explains its operations. Arrange to show the film to your students.

F. Teacher Notes

1. Due to rapidly changing world economic conditions, the data in these articles may become outdated relatively quickly. Keep a folder of newspaper articles about foreign investment in Ohio, and in the U.S. as a whole so that the data included in this lesson can be updated.
2. For current data with regard to foreign investment in Ohio contact:

Mr. Bradley K. Rechel
International Trade Division
State of Ohio
Department of Economic and Community Development
P.O. Box 1001
Columbus, Ohio 43216

Among big foreign investors in U.S. industry, the Germans aren't the most numerous. But in total sales they're taking the lead.

Foreign investors in the U.S.— the pace quickens

THE COMBINED SALES of the companies listed below—the "100 largest foreign investments in the U.S."—amount to \$113 billion, a staggering 40% increase over the last time this table was published (FORBES, Nov. 15, 1977). Less than 17 months ago, FORBES described the pace of foreign investment in American manufacturing as a "discreet amble." Now, it resembles the fury of an Olympic 100-meter dash. Last year alone 358 intended investments from overseas were announced, more than double the total three years ago.

More investors on our list are domiciled in the U.K. and Canada (23 and 22, respectively), but it is West Germany, with an even dozen, that dominates the field. Those 12 companies have a stake in \$24 billion worth of U.S. sales. U.S. sales of the U.K.-based investors totaled \$21 billion, Canada \$13.4 billion.

Why the bulge? In great part it's due to the sheer heft of four new additions to the German column. The Tengnagel Group is spending \$78 million to acquire 42% of ailing supermarketer Great Atlantic & Pacific Tea. Thyssen, the heavy industry giant, purchased automotive parts manufacturer Budd. Despite White Motor's 1978 results—a dismal \$300,000

profit on revenues of \$1.1 billion—M.A.N. is planning to purchase a majority interest in the truck and farm equipment company. And the Friedrich Flick Group, besides adding to its stake in W.R. Grace, picked up over 35% of U.S. Filter.

This year's table introduces 14 new foreign investors, including the government of Kuwait. Among the additional 10 new names listed in the "25 runners-up" are the Canadian brewer, Molson Cos., German chemicals manufacturer Schering and the Pirelli Group, which spent \$60 million to buy the electric power cable operations of General Cable.

A word about the method. FORBES rankings are determined by adding up the sales of a foreign investor's American subsidiaries and the sales of any U.S. companies in which that investor owns 5% or more of the common stock.*

Checking procedures included questionnaires to some 1,700 companies. Given the traditional reticence of many foreign investors, the list is necessarily incomplete.

—Thomas Jaffe

*Ownership of more than 5% of the common stock in a public company must be reported to the Securities & Exchange Commission.

Source: Forbes, April 2, 1979, p. 73

Love of small-town life
at odds with hope to progress

Marysville sees mixed blessing in choice as Honda site

By DARWIN SATOR

Daily News Industrial Editor

MARYSVILLE — Some of Marysville's 8,000 residents think it's possible to get too much of a good thing.

That's the way they feel about the announcement that the first Japanese automobile assembly plant in the United States will be built outside this Union County city. Marysville is 58 miles from Dayton.

Cities like Dayton, Akron and Youngstown, which have been hit hard by industrial job losses, would like to have Marysville's problem. At peak production, Honda Motor Co. expects to use 2,000 area workers to make 10,000 cars a month.

BUT MARYSVILLE IS the small county seat of an agricultural county. The dominant features of its downtown skyline are the courthouse and the Ohio Grain elevator.

Now Union County residents don't like to appear to be unappreciative, and they're generally friendly toward strangers. Most of those who are against rapid industrialization of the county voice their opposition quietly. There is, in fact, no organized opposition to the auto plant.

So Nancy Neely, manager of Frieda's Fashions in downtown Marysville, was embarrassed one day last month when an interviewer from the Japanese version of "Sixty Minutes" paid a surprise visit. "I really blew it," she said.

THE MAIN PROBLEM was that she, like most Marysville residents, was unaware that Honda had decided to build its auto plant nearby.

"He asked, 'What you think when we bring cars over?' and I didn't understand him," Neely said. (Honda will build either the Civic or the Accord at Marysville.)

What she thinks is that she likes Marysville's "small-town atmosphere." "I have mixed emotions," she said. "You walk down the street and you really know people. When it grows, what is it going to be like?" She also wonders how the school system will be able to handle the children of all of the new families that will come to town to work for Honda.

About Honda, specifically, Neely is generous. "I feel there are a lot of other towns that could use it," she said.

Actually, most of those who were interviewed favored a moderate rate of industrial growth, but most of them acknowledged that they will miss the old days.

THE INDUSTRIAL BOOM actually started in the late 1960s when a new four-lane, limited access U.S. 33 bypass was built, creating industrial sites and giving Marysville a direct link to Columbus, 31 miles to the southeast.

In came a Rockwell Standard truck-axle assembly plant and about 550 jobs, a Goodyear Tire and Rubber plant and about 265 jobs and the Denison Division of Abex Corp., which employs about 340 persons in the manufacture of hydraulic pumps.

There already was an impressive industrial base, including the area's largest employer, O.M. Scott and Sons, the grass people, with about 1,000 jobs. There also were the Nestle Co. and Westreco, Inc., a Nestle research organization, with a total of 320 jobs; Eljer Brass Division of Wallace Murry Corp. (143 jobs); Gould, Inc., electric equipment manufacturer (123 jobs), and General Industries, a plastic products firm (about 100 jobs).

THEN IN APRIL 1978 — largely through the efforts of Gov. James Rhodes and former Marysville resident James A. Duerk — ground was broken for a \$25-million Honda motorcycle plant west of town. A spokesman at the motorcycle factory said about 65 cycles are being produced daily and when full production is reached, between 350 and 400 workers will be turning out 200 to 250 cycles a day.

The auto complex will be built next to the motorcycle plant.

Marysville already has changed a lot. Its population, which was around 5,300 in 1970, is close to 8,000 today — a 50 percent increase in the decade.

There's a new TG&Y junior department store west of town; a Rink's discount store is about to open north of town, and a K-Mart is promised south of town. J.C. Penney has brought in a catalog store, MacDonald's has arrived and cable television is due next summer.

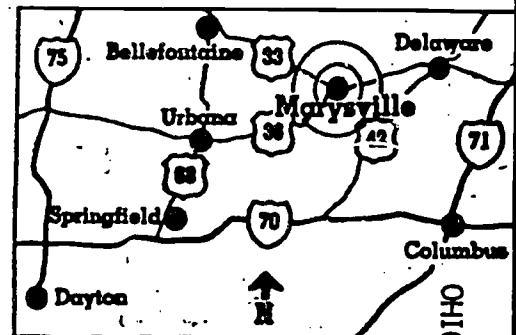
ONE THING THAT YOU can't buy in Marys-

ville is a Honda automobile. "We don't have any imported car dealers at all, let alone a Honda dealer," said Gary Smith, owner of Smith Furniture and president of the retail division of the Marysville Area Chamber of Commerce.

Steve A. Stolte, secretary of the Marysville chamber, wanted to make it clear that any local opposition to Honda was "not based on the fact that it's Japanese or Honda ... but the effect it is going to have on the small town."

Stolte, for one, predicts that Marysville's population will double — to 16,000 — in the next 10 years. He expects additional burdens on the school system and city services.

That would be quite a switch for a town that expected to become a bedroom community for



Marysville, center of boom

OHIO COUNCIL FOR THE SOCIAL STUDIES



Honda Accord — strong candidate for production at first Japanese auto assembly plant in U.S. in Marysville, Ohio

Columbus: U.S. 33 runs both ways. Some residents have gone to work in Columbus, but many workers live in Columbus and drive to work in Marysville nowadays. Others come to Marysville from Kenton, Bellefontaine, Marion, Urbana, Delaware and Springfield — all within 30 or 40 minutes' drive.

THERE IS ROOM FOR disagreement about the eventual impact of the Honda auto plant, since many workers can be expected to live in other nearby communities.

"I don't look for Marysville proper to grow that much. I don't think development is going to be all that great as people think," said Lester L. Kempfer, owner of Kempfer's Framing and Art Store on N. Main Street.

Area residents are less enthusiastic about another foreign company that has purchased 1,800 acres north of the city and is producing chicken eggs — ultimately one million a day. Residents claim that Bavarian Farms Co. of West Germany, operating as Daylay Egg Farms, Inc., has spread parts of dead chickens on fields along with manure, causing a frightening odor.

MARYSVILLE MAYOR Ken Kraus figures the perhaps 25 percent of the workers that will be employed at the Honda auto plant will locate in Marysville itself.

Kraus isn't overly worried about new industrial growth. He's concerned only about controlling and directing it, and he thinks Marysville has time on its side. "It has been announced that it will be two years before the Honda plant comes on stream, and I have a feeling that it will be a year or two after that before it hits full production. That gives us time," Kraus said. The city already is planning for growth three years from now, the mayor said.

Leroy Williams, superintendent of schools, confirmed that worries about the city's schools are justified. "Our seams are stretched now. We're comfortably full and we don't have room for dessert even," Williams said.

Carl Spain, who runs Spain's Appliances, also is concerned about the school system, since the last two times a school levy was placed on the ballot, it was defeated. Spain was on the school board 10 years.

"I won't come out publicly and say we won't need that automotive plant, but ... frankly, we could do without it," Spain said. "It will be a nice addition to taxes, but will we have to have new schools?"

POPULATION GROWTH will be limited by the amount of housing available but, so far, that has not been a problem. Several subdivisions are being developed and real estate man Donald E. Cook said Marysville still has a fairly good inventory of homes in most price ranges and that there still are some apartments available.

Unfortunately for the city, tax money from the new plant will go to the county. It is estimated that the auto plant could yield the county \$1 million in new taxes. However, the plant will be in the city school district.

HONDA IS EXPECTED to request tax abatement on its auto plant, as it did when it built the motorcycle plant. The cycle plant's value for tax purposes will be \$106,000 for the next 15 years. Without abatement, it would have been valued at \$867,910. The company estimates that motorcycle operations will contribute \$44,316 in 1980, and \$143,678 in 1981, to the Marysville school district. If the plant hadn't been built in the county, the tax yield on the land would have been only \$1.127.

A new plant wouldn't affect Union County's unemployment rate much, though. One week last summer the local office of the Ohio Bureau of Employment Services could count only 246 persons out of work.

Honda decided to start making cars in the United States because it faced import restrictions as a result of hard times in this country's own auto industry. Last year, Honda exported 348,000 cars to the United States.

AMERICAN AUTO INDUSTRY officials and union executives have said that making cars in the United States and paying union wages will put the Japanese on an even basis with domestic car makers. Toyota Motors and Nissan Motor Co., which makes the Datsun, are expected to follow Honda to America.

Even so, Honda will be shipping engines, transmissions and other major components to Marysville from Japan.

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>BELGIUM</u>		
Arthur G. McKee & Co. East 23 St. at Chester Cleveland, Ohio 44114 (216) 524-9300	C.T.B. Engineers & Construction et d'Enter- prises Industrielles S.A., Ste. (Sofina) Brussels, Belgium	Engineers & Contractors
<u>CANADA</u>		
Bank of Nova Scotia 1300 East Ninth Street Suite 1006 Cleveland, Ohio 44114 (216) 579-1400	Bank of Nova Scotia	Representative's Office
Cardinal Dev. Corp. 39196 Grant Street P.O. Box 232 Lisbon, Ohio 44432	Keep Rite Products, Ltd.	Custom-designed pumps
<u>FRANCE</u>		
Certain-Teed Products Corporation P.O. Box 600 Milan, Ohio 44846	Saint Gobain Ind., S.A.	Roofing felt & asphalt Concrete multi-duct Telephone conduit
Green Air Industrie Thermal Products, Inc. 29425 Chagrin Blvd. Pepper Pike, Ohio 44122 (216) 831-0674	Aire Industrie, S.A.	Engineering office for energy systems & utility power plants
Promecam, Inc. 918 Dalton Avenue Cincinnati, Ohio 45203 (513) 621-6515	Promecam Session Lahmann	Machine tools
<u>GERMANY, WEST</u>		
ACO Drain, Inc. Route 44 Chardon, Ohio	ACO Severin, Ahlmann Grab & Co. K.G. Postfach 300	Manufactures polyester concrete products
American Beck-Van Huellen 101 E. Benson Street Cincinnati, Ohio 45215 (513) 761-6777	Becker-Van Huellen	Hydraulic presses
American Custom Metals 1965 Grand Avenue Cincinnati, Ohio 45214 (513) 251-2730	Ferdinand Klingelberg Sohne	Industrial machine knives

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>GERMANY, WEST, continued</u>		
BASF Wyandotte North American Urethanes Div. 1717 Boetter Road Uniontown, Ohio 44685	BASF AG	Plastics, dyestuffs
Baker Material Handling Company 8000 Baker Avenue P.O. Box 5579 Cleveland, Ohio 44102 (216) 651-3000	Linde Aktiengesellschaft	Gas compressors
Barrett Battery, Inc. 3317 La Grange Street Toledo, Ohio 43551 (419) 241-4198	Varta Batterie Hannover, Germany	Batteries, chargers
Becker Pumps 1350 Home Avenue Akron, Ohio 44310 (216) 633-1083	Gebr. Becker	Manufactures compressors and pumps
Braun Electric American, Inc. P.O. Box 2308 Central Station Toledo, Ohio 43603	Braun AG Frankfurt/Main Germany	Household appliances
Brockhaus Equipment, Inc. and Brockhaus Steel, Inc. P.O. Box 6121 Toledo, Ohio (419) 865-3810	Kaltwatzerk Brockhaus GmbH	Distributor of high-carbon steel and electronic process control instruments
Demag Material 29201 Aurora Road Cleveland, Ohio 44139 (216) 248-2400	Demag Aktiengesellschaft	Overhead materials: cranes, electric motors and hoists
Deutz Corporation 3600 Parkway Lane Columbus, Ohio 43206 (614) 876-7334	Klockner Humbald Deutz AG	Diesel engines & farm equipment
Drescher Company Dayton Center Ind. Pkwy. Dayton, Ohio	Drescher KG	Manufactures business forms

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>GERMANY, WEST (continued)</u>		
ELU Machinery Corp. Midway Ind. Park 9040 Dutton Drive Twinsburg, Ohio 44087 (216) 425-3135	Eugene Lutz Gmbh West Germany	Manufactures machinery for the aluminum, plastic & woodworking industry
EMCO Lux Corporation 2050 Fairwood Avenue Columbus, Ohio 43207 (614) 455-8328	Emil Lux Gmbh	Distributor of Austrian-made machine tools
Euclid, Inc. (Subsidiary of White Motors) Euclid, Ohio (216) 383-5000	Daimler Benz AG	Motor vehicles & motor vehicle equipment
Eurodrive, Inc. 2001 W. Main Street Troy, Ohio 45373 (513) 335-0036	SEW Eurodrive Gmbh	Assembly plant for power transmission equipment, gear units, brake motors and variable speed drives
Haefele America Corp. 33620 Pine Oak Pkwy. Avon Lake, Ohio 44012 (216) 933-6267	Haefele KG Nagold	
Holz Technik New Philadelphia, Ohio (216) 343-4474	Holz Technik	Wooden pallets
Linde Hydraulics Corp. 5089 W. Western Reserve Rd. P.O. Box 82 Canfield, Ohio 44406 (216) 533-6801	Linde AG	High pressure hydraulic piston motors
Luk, Inc. 3401 Old Airport Road Route 585 Wooster, Ohio 44691 (216) 264-4383	Lammelen Und Kupplungobau (LUK)	Manufactures clutches and disc springs for auto industry
Kern-Liebers USA, Inc. 1510 Albon Road P.O. Box 176 Holland, Ohio 43528 (419) 865-2437	Kern Liebers Co. Schramberg	Mainsprings, seat belts

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>GERMANY, WEST (continued)</u>		
Mannessmann-Meer Easton Metal Powder Co. Cincinnati, Ohio	Mannessmann AG 4000 Duesseldorf	Steel processing plastic
MC/B Mfg. Chemists, Inc. 2909 Highland Avenue Cincinnati, Ohio 45212 (513) 631-0445	Merck OHGE	Laboratory chemicals 210 biological stains and indicators, solvents and mineral acids
McKee-Otto 6200 Oak Tree Blvd. Cleveland, Ohio 44131 (216) 524-9300	Dr. C. Otto & Co. Gmbh	Turnkey coke plants, By-product plants, Coke and coke handling plant Pickling lines
Merkel-Forsheda Corp. 5375 Naiman Parkway Cleveland, Ohio 44139 (216) 248-2660	Martin Merkel KG	Hydraulic seals & packings
National Machinery Co. Greenfield and Stanton St. Tiffin, Ohio (419) 447-5211	J. G. Kayser Gmbh	
Rotek, Inc. 220 West Main Street Ravenna, Ohio 44266 (216) 296-9951 and 1400 S. Chillicothe Road St. Route 43 Aurora, Ohio 44202 (216) 562-3111	Hoesch Rothe Erde	Antifriction bearings
Schuberth Corp. 1510 Albon Road P.O. Box 205 Holland, Ohio 43528 (419) 865-1297	Schuberth-Werke	Industrial safety goggles
Shenango Steel Co. 525 Standard Building Masury, Ohio 44438	Pleico Gesellschaft Gmbh	Motor parts
Stromag, Inc. 95 Compark Road Centerville, Ohio 45459 (513) 433-3882	Maschinenfabrik Stromag Gmbh	Brakes, clutches, couplings

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>GERMANY, WEST (continued)</u>		
TLT-Babcock, Inc. 30900 Market Street Akron, Ohio (216) 867-8540	Turbo Lufttechnik Gmbh	Industrial sand
Thomas Steel Strip Corp. Delaware Avenue, N.W. Warren, Ohio 44485 (216) 392-1521	Hille & Mueller CHG	Carbon steel strips
Voss, Inc. 7029 Huntly Road Columbus, Ohio (614) 436-5668	Armaturenfabrik Herman Voss	Distribution of pipe couplings, tubes, valves & assembly aids for trucks, buses & road building equipment
Xomox Corporation 4444 Cooper Road Cincinnati, Ohio 45243 (513) 793-7000	Tuflin Gmbh	Actuators and valves
Zimmerman Products 1510 Alben Road Holland, Ohio (419) 865-7345	Frederick Zimmerman KG	Pattern machines

GREAT BRITAIN

British Moulding Machine, Inc. 7500 Wall Street Cleveland, Ohio (216) 524-6402	British Moulding Machine	Moulding machines
Domer Twist Drill Co. 3206 Frenchmen's Road Toledo, Ohio 43615 (419) 535-1323	Sheffield Twist	
Foseco, Inc. 20200 Sheldon Road Cleveland, Ohio 44017 (216) 826-4548	Foseco Mensup, Ltd.	Metal treating equipment
Lever Brothers Co. 21020 Center Ridge Rd. Cleveland, Ohio 44116 (216) 331-3239	Unilever N.U., Ltd.	Soaps and oils

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>GREAT BRITAIN (continued)</u>		
Arthur G. McKee & Co. East 23 St. at Chester Cleveland, Ohio 44114 (216) 524-9300	McKee U.K., Ltd.	Engineers & contractors
Matrix Churchill 5903 Harper Solon, Ohio (216) 248-7950	Tube Investment Chas. Churchill, Ltd.	
Radyne 755 Frilden Dr., N.W. North Canton, Ohio (216) 499-1040	Radyne, Ltd.	Manufacture & sell induction heating equipment
Rio Indal Aluminum, Ltd. 1510 Investment Plaza Cleveland, Ohio (216) 696-0050	Rio Tinto Zinc, Ltd.	Market company
Schweitzer Equip. Co. 3765 Ridge Road Cleveland, Ohio (216) 281-8200	Carrier Drysus, Ltd.	Spray coating machinery
Standard Oil Co. Midland Building Cleveland, Ohio (216) 575-4141	British Petroleum, Ltd.	Petroleum Retail
U.C.C. Products, Inc. 23647 Mercantile Drive Cleveland, Ohio 44122 (216) 292-7281	Lucas Industries, Inc.	Manufacturing hydraulic accessories and power transmission products
Wimpey Developments, Inc. 933 High Street Suite 140 Worthington, Ohio 43085 (614) 888-2435	George Wimpey & Co., Ltd.	Real estate developers
William Collins World Publishing Co. 2080 W. 117th Street Cleveland, Ohio (216) 941-6930	William Collins & Sons Publishing Co.	Publishers

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>HOLLAND</u>		
Chemtrol Adhesives, Inc. 180 Lena Drive Aurora, Ohio 44202 (216) 562-5241	(KSH) Koninklijke	Pressure sensitive paper, films & foils
International Salt Co. 614 Superior, N.W. Cleveland, Ohio 44113 (216) 696-6770	AKZO N.V. Holland	Salt
Shell Oil Co. Shell Chemicals 423 Washington Blvd. Belpre, Ohio (216) 423-7571	Royal Dutch Petroleum Co.	Chemicals
Verol-A-Ray Corp. 615 Front Street Toledo, Ohio (419) 691-5751	Philips N.V.	Lighting products
<u>ITALY</u>		
Adria Laboratories, Inc. 582 W. Goodale Blvd. Columbus, Ohio 43215	Montedison, S.P.A.	Pharmaceutical preparations
<u>JAPAN</u>		
American Honda Motor 75 N. Industrial Estates I-75 and Wyse Rd. Dayton, Ohio 45424 (513) 890-6850	Honda Motor Co. Ltd.	5013 Distribution Center
American Koyo Corp. 29570 Clemons Rd. Westlake, Ohio 44145 (216) 235-1000	Koyo Corp. Japan	
American Toyo Entep. 233 Seante Dr. McAroe, Ohio 45050 (513) 539-9296	Toyo Entep, KK Osaka	Car Washers
Audio Technica U.S. Corp. 1655 W. Marquette St. Fairlawn, Ohio 44317 (216) 826-0246	Audiotechnica KK, Tokyo	Pick-up cartridges, tone arms

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>JAPAN (continued)</u>		
Fukusuke Corp. 11750 Berea Road Cleveland, Ohio 44111 (216) 252-6959	Fukusuko KK Osaka	Sewing machines, stockings
Hitachi Metals America Ltd.	Hitachi Kinzoku KK Tokyo	Special steel mill rolls, pipe fittings and valves, malleable iron castings, magnets chains
Honda of America Mfg. Inc 2400 U.S. Route 33 Marysville, Ohio 43040	Honda Giken Kogyo	Automobiles and motorcycles
Honda Distribution Center 6400 Sand Make Rd. Dayton, Ohio 45414 (513) 890-6850	Honda Giken Kogyo	Motorcycles
Japan Air Lines Co. Ltd. Hanna Bldg. Suite 1004 1422 Euclid Avenue Cleveland, Ohio 44115 (216) 621-0511	Nippon Koki KK Tokyo	
Koizumi Group - U.S.A., Inc. Suite 2850 Winters Bank Tower Dayton, Ohio 45402		
Matai (U.S.A.) Inc. 1914 East Pleasant Street Springfield, Ohio 45505		
Mitsui & Co. U.S.A. Inc. 1100 Superior Ave., Suite 717 Cleveland, Ohio 44114 (216) 696-8710	Mitsui Bussan KK Tokyo	Trading company, merchandise in general
Mitsui Osklines Ltd. 21010 Center Ridge Rd. Cleveland, Ohio 44116 (216) 331-8400		Sales Office
Nissan Motor Corp. in USA 500 W. Wilson Bridge Rd. Worthington, Ohio (614) 846-6900	Nissan Motors	Regional headquarters

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>JAPAN (continued)</u>		
Nissho-Iwai America Corp. 2000 Lee Rd. Cleveland, Ohio 44118 (216) 932-2229	Nissho-Iwai KK Osaka	Merchandise in general
Noritake Co. Inc. 630 Reading Road Cincinnati, Ohio 45215 (513) 761-3820	Nippon Toki KK Nagoya	Chinaware, tableware
Okuma Machinery Works Ltd. 32400 Aurora Rd. Cleveland, Ohio (216) 248-7950	KK Okuma Tekkosho Nagoya	Machine tools, spinning mach.
Osaka Kiko Co. Ltd. 11719 Detroit Ave. Cleveland, Ohio 44107 (216) 228-3033	Osaka Kiko KK Osaka	Machine tools
Sansei Mfg. Co. Ltd. 11719 Detroit Ave. Cleveland, Ohio 44107 (216) 228-3033	Sansei Seisakusho	Machine tools surface grinders
Tokai Kogyo 193030 Lake Road Suite 311 Cleveland, Ohio (216) 331-5328	Tokai Kogyo	Representative office
Toyota Motor Dist. Inc. Cincinnati, Ohio	Toyota Motor Sales U.S.A. Inc.	Warehouse Operation
Weld-loc Systems, Inc. 1469 W. Main P.O. Box 688 Alliance, Ohio 44601		

SWITZERLAND

Richard Klinger, Inc. 2350 Cambell Road Sidney, Ohio 45356	Klinger Administration	Rubber, asbestos gasketing material
Libby, McNeil & Libby Leipsic, Ohio 45856 (419) 943-2121	Nestle Alimentana SA	Food products
Ormet Corporation Rt. #7, Box 176 Hannibal, Ohio 43921 (614) 483-1381	Swiss Aluminum AG	Aluminum

Lesson XXVI. Foreign Owned Companies in Ohio

<u>Ohio Subsidiary</u>	<u>Parent Company</u>	<u>Product</u>
<u>SWITZERLAND (continued)</u>		
Nestle Company, Inc. 721 Collins Avenue Marysville, Ohio 43040 also: South Columbus Street Sunbury, Ohio 43074	Nestle Alimentana AG	Food products
Stouffer Foods 5750 Harper Solon, Ohio (216) 248-0700	Div. of Nestle Alimentana of Switzerland	Foods
Sylvester & Co. 24700 Highpoint Road Cleveland, Ohio 44122	A.G. Adolph Saurer	Heavy duty diesel engines, trucks and buses

FOREIGN DIRECT INVESTMENT
IN THE UNITED STATES

REPORT TO THE CONGRESS
BY THE SECRETARY OF COMMERCE

Principal Findings

June 18, 1976

The U.S. Department of Commerce sees no need for tighter controls on foreign investment in the United States and affirms this country's open-door, non-discriminatory policy toward such investments, according to a report issued by Commerce Secretary Elliot L. Richardson. However, the report urges Congress to provide additional authority to collect data on foreign investments here in the future.

The report, called for by the Foreign Investment Study Act of 1974, culminates a year and a half of intensive research, analysis and preparation by the Department of Commerce staff, augmented by contributions from other Federal Government agencies and private research contractors. The report and appendices consist of 9 volumes totalling approximately 2,500 pages, and represent the first comprehensive study on the subject. A central element of the report is the 1974 benchmark statistical survey; the last such survey was in 1959.

Foreign-owned companies were found to have only a minor position in all major sectors of the American economy. In the foreign-trade area, however, U.S. affiliates of foreign parents accounted for 24 percent of total U.S. exports and 30 percent of imports. As in the case of domestic investments, the net effects of foreign investments on the economy are not easily measured, but on the whole they are considered beneficial. Marketing objectives and financial security are the principal motivating factors. The report summarizes the Commerce Department's monitoring program and urges the passage of legislation to provide adequate authority to collect investment information on which the Department could base continuing reports.

Representatives of the Department of Commerce and the Treasury Department provided summary findings in early May on foreign direct and portfolio investments respectively in testimony presented to the Foreign Commerce and Tourism Subcommittee of the Senate Commerce Committee, chaired by Senator Inouye. Supplementing the earlier data, this report provides 132 statistical tables based on the benchmark survey and highlights the major findings therefrom. Also, for the first time, an analysis is made of the relative position of foreign direct investments in the various sectors of the U.S. economy, the motivations and mechanisms of such investments, their management and labor practices, and their economic effects. U.S. policies and laws regarding such investments are compared with those of other industrialized countries regarding inward investments.

OHIO COUNCIL FOR THE SOCIAL STUDIES

The foreign direct investment position in the United States was \$26.5 billion at year-end 1974. Direct investments constitute ownership by a foreign person of 10 percent or more of the voting shares or the equivalent of a U.S. business enterprise, and the investment position is a net figure--claims of parents on affiliates as reduced by affiliate claims on the parents. About 90 percent of the position was in U.S. affiliates that were either wholly or partially owned by the foreign parents. The United Kingdom, Canada and the Netherlands each accounted for about one-fifth of the total.

Japan's investment position was only about 1 percent, as substantial claims, mainly receivables, of U.S. affiliates on their Japanese parents largely offset the parents' investment in their U.S. affiliates. However, this figure understates the economic significance of Japanese investment. U.S. affiliates of Japanese parents accounted for 22 percent of total foreign affiliate assets, 42 percent of their exports, 35 percent of their imports and 27 percent of their total sales. All these proportions are the largest for any single country. The Middle East's 7 percent share of the position was almost entirely due to one government's participation in a U.S. - incorporated petroleum company with operating assets in that country.

About one-third of the investment position was in U.S. manufacturing, mainly chemicals, food and machinery. Finance, insurance and real estate combined and petroleum each accounted for about one-fourth of the total. Most of the remainder was in wholesale trade.

Citing the difficulties of providing comprehensive and accurate data on land ownership, the report indicates that 4.9 million acres of land were reported as foreign-owned as of the end of 1974, of which 1 million acres were in the agricultural sector--about 0.1 percent of the 1.1 billion acres of U.S. farmland. Small holdings and those for personal use were excluded from the survey. Western Europe (especially the United Kingdom) and Canada accounted for most of the foreign land ownership. Some Middle East investors are known to have made land purchases through companies incorporated in Europe.

The report is supplemented by a number of special studies covering the various aspects of foreign ownership of land. While informative, these studies underscore the difficulties of securing adequate data.

Foreign ownership of private lands is not substantially restricted, since most states either treat aliens on an equal footing with U.S. citizens or impose only nominal restrictions on alien ownership. Land recordation is local--generally at the county level--and not on a uniform basis. This, plus the lack of information about beneficial ownership and diverse techniques to avoid disclosure, means that there is no readily available way to obtain an accurate picture of foreign land ownership. Such data as are available suggest that the amount of foreign-owned agricultural land and real estate is small, that most alien investors seem interested in long-term investments rather than short-term speculations, and that the use of farmland did not change after acquisition by nonresident aliens.

The investment position increased \$5.1 billion during 1974, consisting of net capital inflows of \$3.8 billion, reinvested earnings of \$1.6 billion, and small negative valuation adjustments. Earnings distributed to foreign parents amount to \$5.1 billion.

U.S. affiliates accounted for 24 percent of total U.S. exports and 30 percent of imports. Total assets of foreign-owned firms were valued at \$174.3 billion at year-end 1974, of which more than half was accounted for by affiliates of Western European parents and over one-fifth by Japanese affiliates. By industry, nearly half the assets was in finance, insurance, and real estate--primarily in banking. Most of the rest was roughly equally divided between petroleum, manufacturing, and wholesale trade.

U.S. affiliates had sales of \$146.8 billion in 1974, with wholesale trade affiliates accounting for nearly half--mainly from sales of farm-product raw materials, metals and minerals, and motor vehicles.

U.S. affiliates employed almost 1.1 million persons in 1974, about half in manufacturing. Only about 5 percent were non-U.S. citizens. Wages and salaries totaled \$11.4 billion. Relating the benchmark survey data to national statistics, U.S. affiliates accounted for about 1.6 percent of private nonfarm employment here and 1.9 percent of private nonfarm wages and salaries.

Total property, plant, and equipment of U.S. affiliates was \$45.5 billion at the end of 1974. Research and development expenditures by U.S. affiliates were \$0.8 billion in 1974.

Manufacturing facilities owned by foreign investors account for less than 6 percent of the nation's output in each of the broad industry categories, although the percentage is higher in some subsectors. Foreign-owned affiliates in the petroleum industry produced about 7 percent of the U.S. output of petroleum in 1974. Foreign-owned bank affiliates had about 6 percent of total U.S. bank assets and foreign-owned insurance affiliates accounted for about 5 percent of total premium income.

In addition to the benchmark survey, the report includes a number of qualitative studies produced by Government and private analysts.

Sectoral analysis was undertaken of the position of foreign investors in the U.S. economy. In addition, state maps and lists pinpoint foreign-owned manufacturing facilities.

In manufacturing, foreign investment was significant in a small number of subsectors, such as newsprint and several chemical industries--dyes, pharmaceuticals, and synthetic fibers. In the energy field, foreign-owned firms accounted for an estimated 13 percent of total U.S. refinery capacity in 1974, 10 percent of total gasoline sales, 7 percent of petroleum production, and 4 percent of natural gas production.

In other resource-oriented industries--nonenergy minerals, forest resources, and the commercial fisheries industry--foreign participation is not large on a national scale. The foreign presence is significant locally in some cases and respecting a few noncritical minerals.

Alaska and Hawaii have numerous Japanese investments, but these constitute only a minor portion of total investment in either state. In Alaska the investments are centered in resource-related industries--particularly forestry and fisheries--and in Hawaii in tourist-related activities.

Two basic types of motivating forces presently account for the growth in foreign direct investments in the United States and these are expected to continue. These are, first, the pull caused by the large U.S. market, relatively favorable labor conditions, and, in some cases, access to comparatively inexpensive raw materials

or special technologies; and second, the push of overall economic conditions in other developed countries accompanied by the increased financial, technical, and managerial capabilities of foreign firms for undertaking large-scale overseas investments.

Foreign firms of Western Europe and Japan that developed export markets in the years following World War II by the late 1960s or early 1970s caught up with U.S. firms in technological and management skills. This factor, accompanied by the gradual equalization of U.S. labor costs with those abroad and two dollar devaluations led some foreign firms to serve the U.S. market by establishing or acquiring plants in the United States. Access to raw materials was important in other cases, particularly in Japanese investments (accomplished partly through long-term supply contracts) in timber and coal.

Foreign firms were found to use many sources of funds in financing their investments in the United States, with foreign sources primarily important in the initial stage of investment. The benchmark survey indicated that increases in new U.S. affiliates' debt was primarily to U.S. sources. A contracted study of 69 investment transactions in recent years--including investment funding by and to the parent companies--indicated that the major share of investment funds for new transactions came from foreign sources.

An investigation of the management and employment practices of 100 foreign-owned subsidiaries in the United States found that practices of such companies were generally similar to traditional U.S. practices. In most of these companies employment increases resulted from the investments, whether start-ups or acquisitions. U.S. nationals were found to predominate in managerial positions.

Another investigation was undertaken to ascertain the dimensions of technology transfers related to foreign direct investment in the United States. Numerous cases of technology inflows and a small number of outflows were identified in the area of product and process technology. In this area the net balance appears to be into the United States, but in the area of management innovations and marketing techniques the net flow of technology appears to be outward.

U.S. taxation of foreign direct investments was examined, taking into account Federal and state tax law, the tax treaty program, and the home country taxation of foreign parent firms. U.S. taxation was found not to be a major determinant in the basic decision to make direct investments in the United States, although it influenced choices of financing methods, business strategy, and the disposition of earnings. Tax treaties, home country exemptions, and foreign tax credits moderate the burden of the U.S. tax.

In presenting a comprehensive analysis of Federal and state law regarding foreign investment, the report finds that the national interest and the need to provide adequate safeguards in the fiduciary and natural resources sectors of the economy are served by Federal laws restricting and regulating investments by aliens in the fields of transportation, communications, energy and natural resource development, and banking, as well as by the Department of Defense's industrial security program and broad Presidential powers. Additional restrictions are imposed in some fields, e.g., land ownership, insurance, and banking, by the states. The protective authority was developed over many years in response to perceived needs. Although diverse in many respects, collectively the measures provide the protection required. Restraints on foreign investment in these fields are generally recognized as acceptable by the industrialized countries. In addition to specific Federal restrictions on foreign direct investment, the President has the power to take

control of foreign-owned property in the case of war or national emergency, as well as authority to require all firms operating in the United States to supply goods for military requirements and to accept and perform defense contracts.

Based on intensive consultations with government officials, foreign investors and other knowledgeable persons abroad, the report finds that, despite the existence of formal screening procedures in some countries, the other industrialized countries are generally liberal and nondiscriminatory in their attitude toward foreign investment. Almost all regulate foreign investment in the communications, transportation, utility and financial sectors. Where government review exists, acquisitions are particularly scrutinized in the interest of retaining substantial domestic ownership in significant industries. Foreign investors are generally treated on an equal basis with domestic investors, including access to investment incentives. Although a few countries expressed initial concern about investments from Middle East oil-producing nations, such investments have been few and the concern has diminished. For the most part, no basic legislation or policy changes are underway in the industrialized countries respecting inward investments.

Taking into account the findings that foreign direct investments in the United States, while significant in size and scope, are a relatively small factor in the nation's economy; that massive foreign takeovers of U.S. industry have not occurred and are not portended; that, on balance, foreign investments here have essentially the same economic effects as investments by U.S.-owned firms; that a shift in policy toward increased restraint could have detrimental effects on the U.S. economy and on U.S. relationships with other countries; and that existing U.S. laws provide adequate protection of national interests, the report concludes that no change in the current U.S. open-door, nondiscriminatory policy toward foreign investment is necessary or desirable, but that the necessary steps be taken to improve the Government's information on such investments.

The report's basic recommendation in regard to data collection is to conduct benchmark surveys at least once every ten years and more extensive sample surveys on which to base annual estimates. Implementation of this recommendation would require new legislative authority, since the Department of Commerce has very limited authority to conduct future benchmark surveys on foreign investment, and its authority to collect sample data is limited by the Bretton Woods Agreements Act to balance of payments information. In addition to aggregate data, the report discusses data that are collected by various Federal Government agencies on individual transactions and companies. These data are collected pursuant to the agencies' own regulatory and program responsibilities and reporting requirements are not, in most cases, designed specifically to provide information about foreign investment in the United States. Commerce's Office of Foreign Investment in the United States, established last year, is now obtaining pertinent data from other agencies as permitted by existing legal authority and is consolidating such data, along with information obtained from public sources, in a foreign investment data system. The Office will provide data and analyses to both the Executive Branch and the Congress for use in policy and legislative formulation and it plans also to publish materials for public distribution.

XXVII. Global Poll: What Do People Around the World Think

A. Objectives

1. After comparing class generated opinion data with that collected from people in other areas of the world, students will be able to state ways in which their views are alike and different from other groups.
2. Students will be able to interpret data from graphs and charts.

B. Materials

1. Reading, "What People Around the World Say " ¹
2. Student Questionnaire

C. Procedures

1. Give each student a copy of the Student Questionnaire, and have them answer each question based on the way they feel and what is most important to them.
2. No names should be signed to the questionnaire, and individual responses should remain anonymous.
3. Have a group of students tabulate the results of the class questionnaire. Have them report their findings in percentages using the mathematical procedure of $\frac{N}{\text{Total}/N} = \text{Percent of the Total}$
4. Have a class discussion focusing on the question: "Why are our views of life alike or different than those people living in other areas of the world?"
 - a. Distribute the article, "What People Around the World Say."
 - b. Ask the students to compare class responses to data contained in the article.
 - c. Have the students speculate as to possible reasons for the similarities and differences.
 - d. Discuss the statement, "People around the world love for and fear the same kinds of thing," as to whether or not this is generally true.

D. Suggested Additional Activities

1. Give students copies of the questionnaire and have them ask their parents or other adults to complete it. Calculate the local adult views on the given topics. Discuss, as a class, the agreements and differences in this sample and the other samples discussed.

Gallop Poll, Kettering Foundation, "What People Around the World Say," U.S. News and World Report, pp. 66-67, (Jan. 24., 1977).

E. Teacher Notes

1. The Student Questionnaire is a modified version of the poll done by the Gallop International Research Institute. The teacher should consider local reactions to value clarification exercises. Some students may object to completing part or all of the questionnaire. Alternatives include:
 - a. telling the students that if they find any of the questions objectionable they may simply not respond to them.
 - b. emphasize the fact that the questionnaire is not intended to pry into their private lives, and that the reason that no names are used is to insure anonymity.
2. The teacher using this material is the best judge of what will or will not work, and should make decisions on that basis as whether or not to use this lesson.

Lesson XXVII. Student Questionnaire

Global Poll

Directions: Make an (x) in the blank next to the statement which best reflects your opinion about the question asked.

National Problems:

In your opinion, what is the most important problem facing your country today? Check one.

High cost of living - Food _____
Unemployment _____
No Satisfaction in Gov't. _____
Crime _____
Food Shortage _____
Energy Crisis _____
Racism _____

Worries and Fears:

What are your fears and worries for the future?

Health _____
Loneliness _____
Inadequate living standard _____
Unemployment _____
Family Health Problems _____
Your children - _____
Inadequate opportunity _____
Economic stability _____
War _____

Hopes and Aspirations:

When you think about what really matters in your own life, what are your wishes and hopes?

Improve standard of living _____
Have one's own or better home _____
Have wealth _____
Have modern convenience _____
Have own business _____
Have own land _____
Health _____
Recreation, Travel, _____
Leisure _____

Women's Role:

In jobs -- do you feel that women in your country have equal job opportunities with men?

Yes _____
No _____
Don't know _____

In education -- do you feel that women in your country have equal opportunity with men?

Yes _____
No _____
Don't know _____

Travel:

List three (3) countries you would like to visit.

1. _____
2. _____
3. _____

Spending Plans:

Suppose you had more money, say double what you have now, what would you do with the money?

Save money _____
Buy essentials _____
Buy, repair home _____
Invest in _____
Business, Farm _____
Travel _____
Buy Non-essentials _____
Donate _____
Pay Bills _____
Help other family members _____

Hopes and Aspirations cont.

Self improvement _____
Emotional stability _____
and maturity _____
Congenial Work _____
(Job You Like) _____
Employment _____
Success _____
Happy life _____
Children _____
Health of family _____
Economic stability _____
Maintain Status Quo _____
(Keep things as _____
they are) _____

Spending Plans cont.

Move to Better _____
Home _____
Nothing _____
Other _____
Don't know _____

Is Life Improving?

Generally speaking, do you
think that living conditions for
people like yourself in this country
are better or worse than they were
five years ago?

Better _____
Worse _____
Same _____

OPTIONAL QUESTIONS

Directions: You may choose not to answer these questions if you feel they are too personal.

Family Problems:

What is the most important family problem facing your family at this time?

Finances	_____
Illness	_____
Children	_____
Housing	_____
Unemployment	_____
Social Problems	_____
In-Law Problems	_____
Shortages	_____
No problem	_____

Religious Beliefs:

Do you believe in God?

Yes	_____
No	_____
Don't know	_____

How important to you are your religious beliefs?

Very important	_____
Fairly important	_____
Not too important	_____
Not important	_____
Don't Know	_____

Personal Happiness:

Generally, how happy would you say you are?

Very happy	_____
Fairly happy	_____
Not too happy	_____

ABOUT HOPES, FEARS, LIFE TODAY

FAMILY PROBLEMS

"What is the most important family problem facing your family at this time?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Finances</i>	40%	20%	34%	71%	40%
<i>Illness</i>	13%	15%	15%	3%	3%
<i>Children</i>	8%	13%	8%	5%	5%
<i>Housing</i>	2%	6%	4%	8%	9%
<i>Unemployment</i>	8%	7%	5%	3%	10%
<i>Social problems</i>	4%	3%	1%	2%	—
<i>In-law problems</i>	1%	2%	3%	—	1%
<i>Shortages</i>	2%	—	3%	10%	10%
<i>No problem</i>	23%	30%	30%	4%	15%

RELIGIOUS BELIEFS

"Do you believe in God?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Yes</i>	94%	78%	96%	95%	89%
<i>No</i>	3%	16%	3%	2%	6%
<i>Don't know</i>	3%	6%	1%	3%	5%

"How important to you are your religious beliefs?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Very important</i>	56%	27%	62%	73%	76%
<i>Fairly important</i>	30%	32%	18%	13%	13%
<i>Not too important</i>	8%	26%	11%	7%	9%
<i>Not important</i>	5%	13%	7%	4%	2%
<i>Don't know</i>	1%	2%	1%	3%	—

WOMEN'S ROLE

In jobs—"Do you feel that women in your country have equal job opportunities with men?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Yes</i>	48%	39%	55%	59%	40%
<i>No</i>	48%	54%	40%	28%	57%
<i>Don't know</i>	4%	7%	5%	13%	23%

In education—"Do you feel that women in your country have equal opportunity with men?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Yes</i>	88%	82%	84%	82%	67%
<i>No</i>	8%	11%	12%	11%	16%
<i>Don't know</i>	4%	7%	4%	7%	17%

PERSONAL HAPPINESS

"Generally, how happy would you say you are?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Very happy</i>	40%	20%	32%	18%	7%
<i>Fairly happy</i>	50%	60%	38%	50%	41%
<i>Not too happy</i>	9%	18%	28%	31%	50%

SPENDING PLANS

"Suppose you had more money, say double what you have now, what would you do with the money?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Save money</i>	33%	21%	26%	15%	28%
<i>Buy essentials</i>	21%	19%	30%	28%	28%
<i>Buy, repair house</i>	18%	21%	21%	35%	18%
<i>Invest in business, farm</i>	19%	12%	18%	44%	22%
<i>Travel</i>	15%	16%	7%	3%	2%
<i>Buy nonessentials</i>	13%	16%	4%	7%	6%
<i>Donate</i>	10%	4%	3%	1%	2%
<i>Pay bills</i>	13%	2%	2%	—	6%
<i>Help other family members</i>	5%	4%	4%	2%	1%
<i>Move to better home</i>	3%	3%	—	3%	1%
<i>Nothing</i>	1%	1%	—	1%	1%
<i>Other</i>	14%	11%	7%	8%	14%
<i>Don't know</i>	2%	4%	3%	2%	10%

TRAVEL

What nations would people like to visit?

Here are the countries most frequently mentioned.

Where Americans would like to visit: United Kingdom, Italy, France, Israel, West Germany, Japan, Australia, Spain, Switzerland, Brazil, U.S.S.R.

Where Western Europeans would like to visit: U.S., France, Italy, Spain, United Kingdom, U.S.S.R., Canada, Israel, Japan, Switzerland, West Germany.

Where Latin Americans would like to visit: U.S., France, Italy, Spain, West Germany, Brazil, United Kingdom, Japan, U.S.S.R., Switzerland.

Where Africans would like to visit: United Kingdom, U.S., France, Japan, West Germany, Australia, Brazil, U.S.S.R., and a scattering of others.

Where Far Easterners would like to visit: U.S., Japan, United Kingdom, France, U.S.S.R., Canada, West Germany, Switzerland.

A separate question asked people where they would prefer to move if they left their own country.

Those who said they would like to emigrate mentioned the U.S. most often. The United Kingdom, France, Australia, Switzerland and West Germany were named frequently.

IS LIFE IMPROVING?

"Generally speaking, do you think that living conditions for people like yourself in this country are better or worse than they were five years ago?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Better</i>	33%	39%	36%	47%	30%
<i>Worse</i>	49%	33%	31%	40%	33%
<i>Same</i>	14%	22%	29%	8%	11%

GLOBAL POLL

WHAT PEOPLE AROUND THE WORLD SAY

FROM THE FIRST GLOBAL POLL of public opinion, here's a glimpse of the thinking of a cross section of 2.6 billion people in the U.S. and the rest of the non-Communist world:

- War worries them far less than illness or financial pinches.

- The high cost of living is a top concern the world over.
- Women's role is changing, giving them greater opportunities in most lands.

- The overwhelming majority believes in God, but significantly fewer rate their religious beliefs as very important to them.

All in all, most people on every continent except Asia say they are very happy or fairly happy.

And, except in the U.S. and Far East, more people believe living conditions are improving than think they are getting worse.

These and other findings surfaced in a new worldwide poll conducted by the Gallup International Research Institutes with data supplied by Interactive Market Systems and with help and funding from the Charles F. Kettering Foundation.

More than 9,000 persons in 70 countries on the earth's six inhabited continents were asked approximately 100 ques-

tions. The Gallup organization said this covered about 95 per cent of the 2.6 billion persons who live in relatively open societies. Communist countries, most Arab states and some military dictatorships were excluded because they do not permit public-opinion surveys.

Despite the seemingly small number of people questioned, Gallup officials insist that the range of error is relatively small. A larger sample would not have added greatly to accuracy, they assert.

Results of the poll showed an intense interest among Americans in most parts of the world. For example, it is the nation most often mentioned as the foreign country people would prefer to visit or to which they would like to move.

In a number of cases, views of Americans differ markedly from those of Western Europeans as well as from those in Asia, Africa and Latin America.

Americans, for instance, were shown to be more widely concerned about the cost of living as a national problem than were people in other regions. Americans, as well, were more inclined than others to save any increased income.

The tables on these pages highlight world opinion on key topics.

NATIONAL PROBLEMS

"In your opinion, what is the most important problem facing your country today?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>High cost of living — food</i>	63%	40%	41%	28%	35%
<i>Unemployment</i>	15%	22%	11%	14%	7%
<i>No satisfaction in Government</i>	19%	10%	9%	8%	7%
<i>Crime</i>	7%	6%	3%	1%	1%
<i>Food shortage</i>	2%	—	4%	6%	19%
<i>Energy crisis</i>	4%	4%	1%	1%	1%
<i>Racism</i>	2%	1%	—	12%	—

WORRIES AND FEARS

"What are your fears and worries for the future?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Personal</i>					
Health	23%	29%	24%	33%	11%
Loneliness	3%	4%	3%	1%	3%
<i>Family Economics</i>					
Inadequate living standard	20%	13%	15%	30%	36%
Unemployment	13%	14%	8%	5%	14%
<i>Family</i>					
Health problems	10%	13%	15%	14%	4%
Children — inadequate opportunity	6%	4%	10%	7%	9%
<i>General</i>					
Economic instability	21%	7%	4%	1%	10%
War	8%	14%	2%	2%	1%

HOPES AND ASPIRATIONS

"When you think about what really matters in your own life, what are your wishes—and hopes?"

	U.S.	Western Europe	Latin America	Africa	Far East
<i>Family Economics</i>					
Improve standard of living	21%	17%	24%	40%	40%
Have one's own or a better home	7%	7%	14%	25%	21%
Have wealth	9%	8%	6%	26%	3%
Have modern conveniences	2%	2%	5%	6%	10%
Have own business	1%	1%	3%	11%	8%
Have own land	1%	—	4%	6%	11%
<i>Personal</i>					
Health	25%	33%	21%	19%	3%
Recreation, travel, leisure	5%	5%	2%	1%	1%
Self improvement	3%	2%	7%	2%	1%
Emotional stability and maturity	4%	3%	9%	2%	2%
<i>Job</i>					
Congenial work	9%	8%	5%	3%	4%
Employment	4%	9%	9%	2%	11%
Success	3%	4%	4%	1%	1%
<i>Family</i>					
Happy life	15%	15%	10%	18%	6%
Children	11%	11%	23%	23%	25%
Health of family	10%	9%	8%	1%	2%
<i>General</i>					
Economic stability	7%	2%	1%	—	1%
Maintain status quo	4%	4%	—	1%	2%

Note: Details in many tables may not add to 100 per cent because of multiple answers, and because some less significant categories are omitted.

Source: Gallup Poll Research Foundation

XXVIII. Sharing Information About Our Links With the World

A. Objectives

1. Students will demonstrate academic gains made in their study of Ohio and World by explaining to others the concepts, skills, and values they have developed.
2. Students will demonstrate positive values towards world links by explaining to others the importance of multicultural contacts.
3. Students will help people in the community become aware of their links to the world by preparing public displays.

B. Materials

1. Any of the maps, displays, or other projects completed through using the twenty-eight lessons of Ohio and the World.

C. Procedures

1. Ask a local bank, library, community center, or business if students may display the data they have collected in the various lessons.
2. Contact the local newspaper and ask if they would like to do a story on what the students have studied. Have the students help the reporter by supplying the information needed.
3. With the permission of the principal, designate a "World Week" in the school with appropriate school-wide activities.
 - a. Plan a menu with the help of cafeteria personnel which includes foods from other nations.
 - b. Present programs which include contributions from local ethnic organizations.
 - c. Present a film fest in which local people who have traveled abroad show short slide programs of their travels.
 - d. Invite foreign exchange students living in the area to a school-wide party in which interpersonal contacts are maintained at an informal level.
4. Prepare a thirty minute, moveable program in which students may show materials they have made and present ideas they have gained to local civic groups such as the Lions Club, Rotary, or the local Women's Club. Skits, art work, and demonstrations may be very effective in such meetings.

D. Teacher Notes

1. The editors of the Ohio Council for the Social Studies Review would appreciate receiving an article written by a teacher who has used

lessons from Ohio and the World. If the teacher writing such an article is not a member of OCSS, contributions to the Review can be sent to the Writer of, Ohio and the World for forwarding to the editors of the Review.

2. Additional lessons may be added to the twenty-eight provided in this booklet. The author of Ohio and the World would appreciate receiving suggestions for additional lessons. Critiques of the lessons provided are also welcome.

A Special Note of Thanks

The support of faculty and staff in the Teacher Education Department at Miami University must be noted. Judy Fiber and Sharon Hunt speeded the pages through the typewriters. Karen Kovach worked long hours operating the offset machine to produce the eleven hundred copies of Ohio and the World made available to the members of the Ohio Council for the Social Studies. Dr. Robert Wendel, chairman of the department, deserves a special thanks for his personal and professional support to the writer during the production of these materials.

Barbra Bailey, John Bowser, and Jeanine Fuller have also contributed their time and effort to meeting the goal of making this material available to Ohio's social studies teachers.

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